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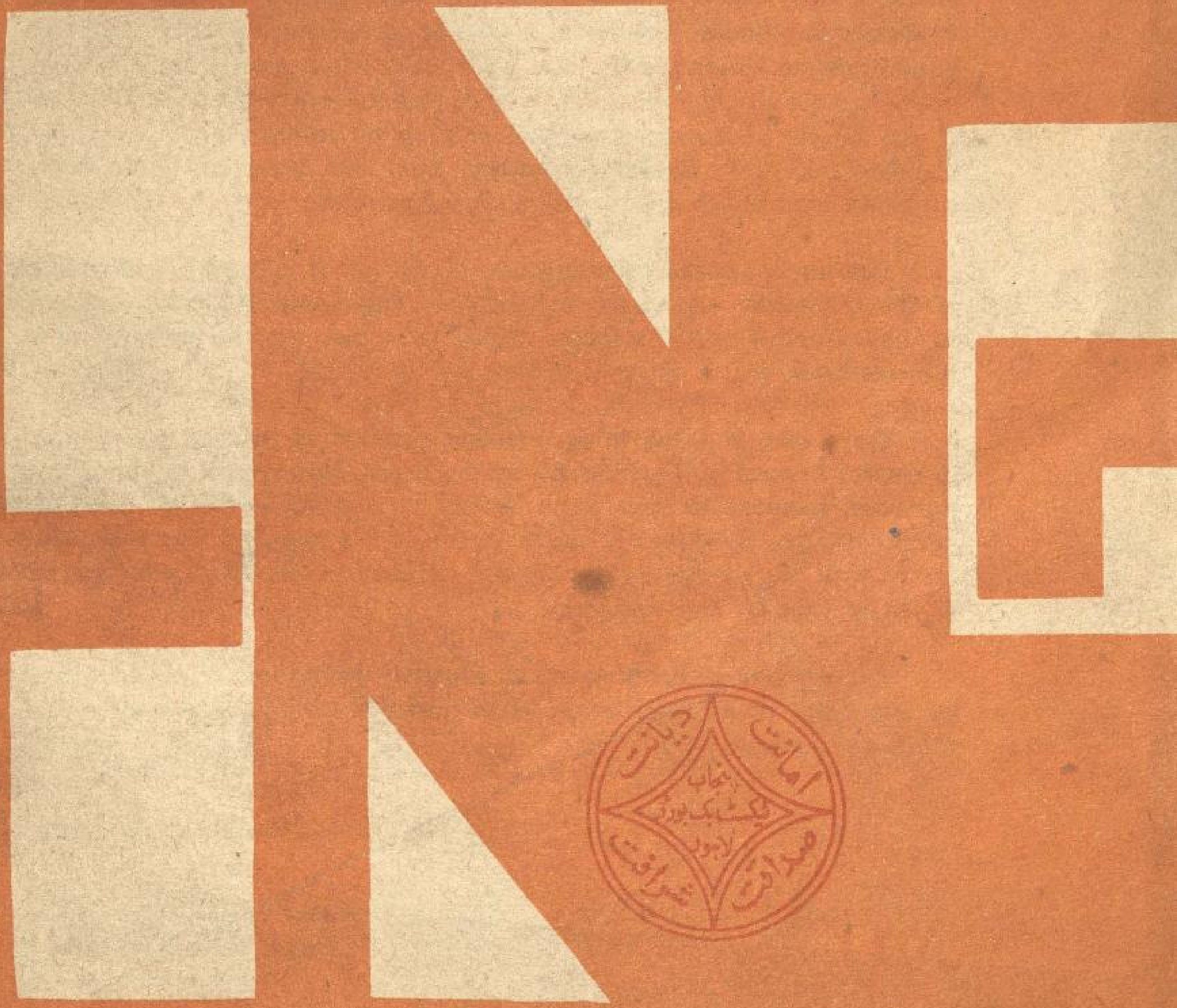
ENGLISH
FOR CLASS VIII



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TEXTBOOK OF ENGLISH

FOR

CLASS VIII

MOALLIM PUBLISHING CO. LAHORE

For

PUNJAB TEXTBOOK BOARD LAHORE

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بسم الله الرحمن الرحيم

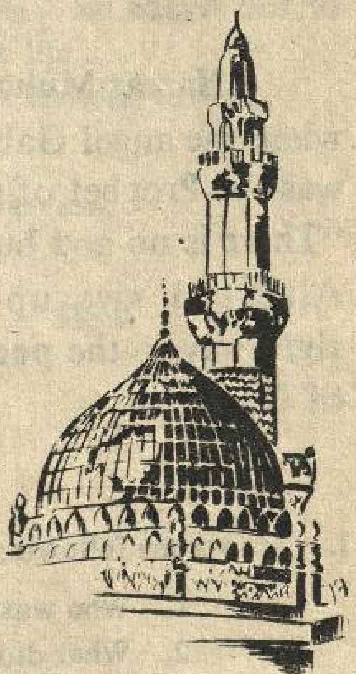
LESSON 1

THE BIRTH OF THE HOLY PROPHET (peace be upon him)

STRUCTURES :	**no one**	**into**	**among**	**when**
VOCABULARY :	**Prophet**	**family**	**reason**	**nurse**
	praise	**desert**	**gentle**	**worship**
	idol	**figure**	**against**	**god**
	message	**angel**	**give up**	**grandson**
	hope	**fight**	**peace**	

It was the twelfth day of Rabi-ul-Awwal.

Hazrat Abdul Muttalib, the Chief of Quraish, was sitting near the Ka'aba. A woman came running towards him.



"What is the matter ?" asked Hazrat Abdul Muttalib.

"You have a grandson," she replied.

"Son of Abdullah ?" asked Hazrat Abdul Muttalib.

"Yes, the son of Abdullah," she said.

It was a very happy news for Hazrat Abdul Muttalib. Hazrat Abdullah who was dead, was the most dear son of Hazrat Abdul Muttalib.

Hazrat Abdul Muttalib named the child 'Muhammad' (peace be upon him). It was not a family name. In fact, no one in the whole of Arabia had this name.

Someone asked Hazrat Abdul Muttalib the reason for naming his grandson 'Muhammad' (peace be upon him). He answered, "I hope that one day the whole world will praise my grandson."

His hope came true.

A few days after his birth, the child was put under the care of a nurse, Hazrat Haleema Saadia. She took him to her desert home and looked after him for four years. The child brought luck and happiness to the family of his nurse.

Hazrat Muhammad (peace be upon him) grew into a fine boy. He was very kind and gentle. He was loved by the people.

In those days, the people of Arabia worshipped idols. They thought that these figures of stone and wood were gods. Many Arabs killed their daughters as soon as they were born. They were always fighting among themselves.

Hazrat Muhammad (peace be upon him) was against worshipping idols. He lived a clean and simple life. He did not like the bad ways of the Arabs.

Hazrat Muhammad (peace be upon him) was forty years of age when the angel Gabriel brought him the first message of God. He was the Prophet of God. He told the people that idols were not gods. "There is no god but Allah," he said. He told the people to worship Allah and give up their bad ways. The Holy Prophet showed the right way to the people of the whole world. He is the last Prophet of God,

EXERCISES

I. Answer the following questions :

1. Who was Hazrat Abdul Muttalib ?
2. What did the Arabs worship ?
3. For how many years did Hazrat Haleema Saadia look after the child, Muhammad (peace be upon him) ?
4. What did the Holy Prophet tell the Arabs ?
5. What was Hazrat Abdul Muttalib's hope ?

II. Fill in the blanks with the given words :

towards, in, to, of, against, no one, into, among, when, under.

1. She took him———her desert home.
2. Hazrat Muhammad (peace be upon him) was———worshipping idols.
3. It was the twelfth day———Rabi-ul-Awwal.
4. In fact, no one———the whole of Arabia had this name.
5. A woman came running———him.
6. Hazrat Muhammad (peace be upon him) grew———a fine boy.
7. The Arabs were always fighting———themselves.
8. Hazrat Muhammad (peace be upon him) was forty years of age——— the angel Gabriel brought him the first message of God.
9. The child was put———the care of a nurse.
10. In fact———in the whole of Arabia had this name.

III. Match parts of sentences in Column I with those in Column II :

Column I	*Column II*
The child was put under	against worshipping idols.
Hazrat Muhammad (peace be upon him) was	but Allah.
There is no god	luck and happiness to her family.
The child brought	a clean and simple life.
He lived	the care of Hazrat Haleema Saadia.

IV. Supply the missing letters :

fam—ly, pra—se, aga—nst, gentl—, re—son.

V. Use the following words in sentences of your own :

peace, message, gentle, desert, luck, idols.

LESSON 2

HAZRAT UMAR THE GREAT (May God be pleased with him)

STRUCTURE : **belong to**

VOCABULARY :

tribe
administrator
ordinary
welfare
control
migrate
Christian
human being
appoint
infidel
openly
sin
just
conquer
occasion
mindful
court

Hazrat Umar was the second Caliph of Islam. He belonged to the tribe of Quraish of Makkah. He was one of the closest companions of the Holy Prophet (peace be upon him).

Hazrat Umar was a tall, handsome and strong man. He was a brave soldier and a successful merchant. He was a good speaker. He was one of those few Makkans who could read and write.

Hazrat Umar accepted Islam six years before the Muslims migrated to Medina. In those days the infidels did not allow the Muslims to offer prayers in the Ka'aba. Hazrat Umar took forty Muslims with him and went to the Ka'aba to say prayers openly.

Hazrat Umar took part in almost all the battles the Muslims had to fight. He was with the Holy Prophet (peace be upon him) in the battles of Badr, Ohad, Khandaq and Khyber.

Hazrat Umar became the Caliph of the Muslims after Hazrat Abu Bakr Siddique. In his speech on that occasion, he said, "O people, I am just an ordinary human being like you. I will be kind to those who are on the right path, but I will punish those who fall into sin."

Hazrat Umar was always mindful of his duty to God and to his people. The welfare of the people was very dear to him. He did every thing to help the needy. He would go round the city during the night to see that nobody went hungry.

Hazrat Umar's period is the most glorious period of Muslim history. Iraq, Syria, Egypt and Iran were conquered by the Muslims. He appointed honest persons as governors and commanders in these countries. He told his officers to be kind and just to the people who were citizens of the Islamic State. They lived in peace and happiness.

Hazrat Umar was a great administrator. He set up police stations and courts of law. He opened schools where education was given according to the teachings of Islam. Education was free and the teachers were paid by the State. Mosques were well-looked after.

Hazrat Umar lived a simple life. He did not live like kings. He ate simple food and wore simple clothes. He lived in a small house no better than the other houses in Medina..

When Hazrat Umar went to Jerusalem to take control of the city, he had only one servant with him. The Christians could not believe their eyes. The great Caliph of the Muslims was walking while the servant rode on a camel.

EXERCISES

I. Complete the following sentences by filling in the blanks with the given words :

took, was, lived, accepted, helped.

1. Hazrat Umar———a tall and powerful man.
2. Hazrat Umar———Islam six years before the Muslims migrated to Medina.
3. Hazrat Umar———part in many battles.
4. Hazrat Umar———a simple life.
5. Hazrat Umar———the poor and the needy.

for, up, after, to, in.

1. Hazrat Umar is famous———his justice.

2. Hazrat Umar set———police stations and courts of law.
3. Hazrat Umar was wounded—- —many battles.
4. Hazrat Umar became Caliph ———Hazrat Abu Bakr.
5. Hazrat Umar belonged———a tribe of the Quraish.

II. Tick the correct answer :

Hazrat Umar was :

1. The first Caliph of Islam.
2. The second Caliph of Islam
3. The third Caliph of Islam,
4. The fourth Caliph of Islam.

III. Change the order of words to make meaningful sentences :

1. **Caliph was of Hazrat Umar the Islam second.**
2. **entered the Muslims the Ka'aba.**
3. **wounded Hazrat Umar of Battle in the Ohad was.**
4. happiness peace and in lived they.
5. administrator great was Hazrat Umar a.

IV. Change the voice in the following sentences :—

1. Teachers were paid by the State.
2. The Christians could not believe it.
3. He set up courts of law and police stations.
4. He opened many schools-
5. Iraq, Syria, Egypt and Iran were conquered by the Muslims.

LESSON 3

A HOLIDAY TRIP TO THE MURREE HILLS

STRUCTURES: **still, quickly, about, at all, sometimes**

VOCABULARY: **possible, restaurant, picnic, smoke, pack, mean, drive, pony, parties, kitchen, reach, surprise, maid-servant, hire, photograph, cloud, warm, touch, enjoy, thick, indoor, basket, arrange, pass**

It was very hot. Mr. Farid and his wife decided to take their children to Murree for a holiday.

"Please try to finish packing as soon as possible. I want to leave Lahore tomorrow morning," said Mr. Farid to his wife.

They left Lahore in the morning. They had cold drinks and ice-cream at Jhelum. When they reached Rawalpindi, it was very hot. They left Rawalpindi and drove along a wide road.

"This is the road to Murree, children," said their father.

"That is Islamabad on our left," said their mother.

"It is still very hot," said Shahid.

They saw hills in front of them.

Tajee, the maid-servant, said, "Does this road go up those hills?"

"Yes, it goes up to the top of those hills," said Khalid.

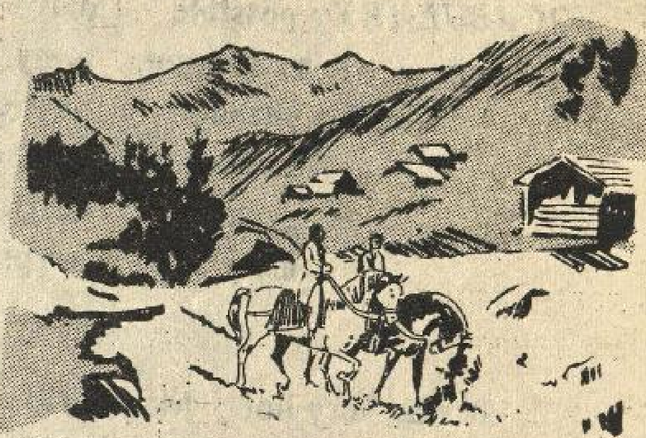
"Murree is about 2100 metres high, children," said their father who was driving the car.

"How far is it from Rawalpindi ?" asked Shahid.

"Well, it is 65 kilometres from Rawalpindi and Rawalpindi is about 450 metres high," replied his father.

In about two hours they reached Murree. It was cold. They were to stay with Farid's brother Safeer who had a house of his own in Murree. Mr. Safeer was pleased to see them. The children met their cousins, Nasir and Hina. They had tea and enjoyed it.

The next day they put on warm clothes and walked to The Mall. Their uncle took them to a restaurant where they had tea. The children wanted to go for a pony ride.



Ponies were hired. The children enjoyed the ride so much that they did not want to get down from the ponies at all.

One day their aunt took them to her sister's house. Her sister, Mrs. Asad was a very nice lady. She lived at Lower Topa. Her house stood among tall trees. There were high hills on all sides. The thick forest was full of monkeys. The children liked the place very much.

Sometimes the children went to see their friends. They often walked together to Kashmir Point. They arranged picnic parties. Shahid's father had given his camera to his son who took group photographs of his friends. Sometimes they stayed at home and played indoor games.

One day they were sitting at home when Tajee shouted, "Oh, look ! The rooms are full of white smoke, but there is no fire in the kitchen."

"These are clouds," said Shahid.

"Oh, clouds in the rooms! Do you mean I am standing among the clouds ?" said Tajee in surprise.

"Yes, and you can touch the clouds if you want to. Now go and bring some dried fruit for my friends," Shahid said to her.

Mrs. Farid bought many things in Murree. She bought some presents for her relatives and friends. Tajee bought a small basket for her mother. Fifteen days passed very quickly. They returned to Lahore.

EXERCISES

I. Fill in the blanks with one of the following prepositions :

for, to, at, in, of

1. The children laughed———what Tajee said.
2. Islamabad is the Capital———Pakistan.
3. I want to sit———the sun.
4. Their aunt brought hot tea———them.
5. Mrs. Safeer took them———her sister's house.

II. Answer the following questions :

1. What is the height of Murree ?
2. How far is Murree from Rawalpindi ?
3. Where did Mr. Farid and his family stay at Murree ?
4. Why did the clouds enter the rooms at Murree ?
5. What did Tajee buy for her mother ?

III. Pick out proper words to fill in the blanks in the sentences given below ;

already, because, about, sometimes, quickly.

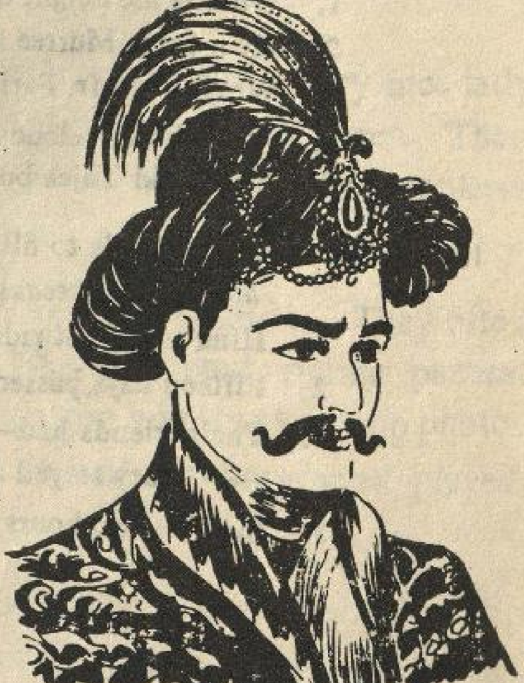
1. Hina could not ride a pony———she was a small girl.
2. Fifteen days passed very———.
3. Their friends had———left for Murree.
4. ———they stayed at home and played indoor games.
5. In———two hours they reached Murree.

LESSON 4

TIPPU SULTAN

STRUCTURES : **out** **anything**

VOCABULARY : **battlefield** **courage** **trader** **martyr**
century **occupy** **province** **take over**
State **attack** **ruler** **defeat**
soldier **commander** **patriot** **General**
military training **army** **rocket**
weapon **stand by** **cunning** **victory**
traitor **discover** **clutch** **generous**
poet **ambassador** **British** **modern**
throw **succeed** **sword** **spend**



Sultan Fateh Ali, known as Tippu Sultan, died on the battlefield many years ago ; but his name still lives. He was one of those brave men who had the courage to fight for their country.

The British came to India as traders. By the middle of the 18th century they had occupied many provinces. Now they wanted to take over the State of Mysore. It was a rich State. They attacked Mysore but its ruler, Nawab Hyder Ali, was prepared for the attack. He defeated the British army. He was a brave soldier and a great commander.

In 1782, Tippu Sultan became the king of Mysore after the death of his father, Hyder Ali. Like his father, he was a great patriot and a great General. He had received military training from French officers. He had a well-trained army. His army knew how to use rockets and other modern weapons.

Tippu Sultan felt that the British should not rule over India. He wanted to throw them out of his country. He also got in touch with other States and sought their help against the British.

Tippu Sultan might have succeeded, but the rulers of the other Indian States did not stand by him. They did not help Tippu Sultan.

The British were very cunning. They succeeded in turning many Indian rulers against Tippu Sultan. Tippu Sultan never accepted their rule.

The British attacked Mysore many times, but did not succeed in taking it. In 1799, the British again attacked Mysore and reached the fort of Saranga Patam. This time they were sure of their victory. They had found some traitors among the Sultan's officers. These traitors could do anything for money. When the British army reached Saranga Patam, these traitors opened the gates of the fort.

The British army entered the fort. The Sultan's loyal soldiers fought bravely. They fell one after another. Sultan Tippu himself died fighting. When his body was discovered after the fighting was over, his sword was still clutched in his hand. Thus fell Tippu Sultan.

Tippu Sultan lived for fifty years and ruled over Mysore for seventeen years. Most of his life was spent on the battlefield. Under him Mysore became a rich State. Both the Muslims and the Hindus loved him. He was kind and generous to all. The great poet Allama Muhammad Iqbal has given him the name of the Martyr King.

EXERCISES

I. Complete sentences using :

to, in, of, from, for.

1. Sultan Tippu lived———fifty years.

2. This time they were sure———their victory.
3. Tippu Sultan received military training———French officers.
4. His army knew how———use rockets.
5. His sword was still clutched———his hand.

II. Answer the following questions :

1. Who was Hyder Ali ?
2. Who was Tippu Sultan ?
3. Whom did Tippu Sultan fight against all his life ?
4. From whom did he receive military training ?
5. Why were the British against Tippu Sultan ?
6. Why has Allama Muhammad Iqbal called him the Martyr King ?

III. Tick the correct answers :

(*a*) Tippu Sultan was born in :
1. Punjab.
2. Bengal.
3. Mysore.
4. Sind.
5. Kashmir.

(*b*) Tippu Sultan's real name was :
1. Safdar Ali.
2. Fateh Ali.
3. Sher Ali.

(*c*) Tippu Sultan ruled over Mysore for :
1. Ten years.
2. Fifty.
3. Seventeen years.
4. Thirty years.

(*d*) The last Mysore war was fought in :
1. 1749.
2. 1857.
3. 1782.
4. 1799.

IV. Match parts of sentences in Column I with those in Column II. Write in Column III:

Column I	*Column II*	*Column III*
1. Tippu Sultan was	a. traitors in the Sultan's court.	

2. The British had	b. training from French officers.
3. There were some	c. fought in 1799.
4. Tippu Sultan received	d. a great General.
5. The last Mysore war was	e. a greedy eye on Mysore.

V. Change the order of words to make meaningful sentences :

1. traders as came the British.
2. Tippu Sultan well-trained had army a.
3. cunning the British very were.
4. fort army the entered British the.
5. fighting died himself Sultan the.

LESSON 5

UNITY IS STRENGTH

STRUCTURES :
since
while
all right
how long
let
need not
less
if

VOCABULARY :
tailor
means
quarrelsome
thread
point
harm
regularly
bear
grown-up
strange
earn
reasonable
inferior
cord
separate
unity
bless
respect
punish
strength
living
unfortunately
complaint
remark
delicate
charge
save
worried
sew
twist
honest
faith
worry
attentive
dare
pious
harsh
advise
amuse
united

Nasir was a tailor. He earned his living by honest means. He charged reasonable rates. He was also a pious man and said his prayers regularly. His wife Safia was an honest woman, too. She spent all her time working in the house. She was careful about how she spent the money her husband gave her, and saved a few rupees every month.

God had blessed them with four sons. Unfortunately, the four brothers were quarrelsome. Their father always told them to live together in peace like good Muslims.

The eldest brother said, "Since I am the eldest, my brothers should obey me."

The second brother would answer, "Why should we obey you? You are always harsh to us. We are not inferior to you in any way."

The other two sons had their own complaints. They said, "The elder brothers do not treat us well. How long are we going to bear it? If they are not kind to us, we cannot respect them."

Nasir was very much worried. One day he said to his wife, "I am very unhappy. Our sons do not like one another. What do you advise me to do ?"

"My worry is no less than yours, but they are grown-up now. We cannot change their habits by punishing them. Anyway, you need not worry. I shall try to make them see reason" answered his wife.

Nasir had faith in his wife and he felt that his wife could take care of their sons.

One fine morning, after breakfast, Nasir's wife brought her sewing box and took out some pieces of fine thread. She gave a piece of thread to each son and asked him to break it. The thread was not very strong and each of them broke the thread easily.

The boys were amused. Their mother said, "Please wait." She joined some pieces of thread into a cord. First of all she gave it to the eldest son.

"Now break this cord," she said.

The son tried very hard but the cord would not break.

"This is strange," the son remarked and gave up.

The second son took the cord and said, "All right, let me try." He used all his strength but failed to break the threads.

The third son and then the fourth son took the cord and tried to break it but they, too, failed.

"Now listen to me," the mother said.

All the four sons became attentive.

"My sons," she said, taking the threads in her hands, "when these pieces of thread are separate, anyone can break them one by one because there is little strength in them. When they are joined and twisted into a cord, they become united and strong. That is why you could not break them."

The eldest son was really moved. "You are right, mother. I never knew these delicate threads could become so strong when put together," he said.

The other three sons became thoughtful, too. The father had kept quiet while the sons were trying to break the threads. Now he looked at his sons and said, "Your mother is very wise. She has tried to teach you that unity is strength. If you are united, no one would dare harm you. If you keep fighting, you will become weak. Your enemies may harm you."

"Mother, we will never fight among ourselves," the eldest son promised.

The other three also promised to live in unity.

EXERCISES

I. Answer the following questions :

1. Why was Nasir worried ?
2. What sort of a woman was Nasir's wife ?
3. Why did the sons quarrel among themselves ?
4. In what manner did the mother teach a lesson to her sons ?
5. Write ten sentences on 'Unity is Strength'.

II. **Fill in the blanks with given words :**

pieces, peace, strength, living, habits.

1. He earned his———by honest means.
2. Their father always told them to live together in———like good Muslims.
3. We cannot change their———by punishing them.
4. She took out some———of fine thread.
5. He used all his———but failed to break the threads.

III. Use question marks where needed :

1. Which of these books do you like the best
2. Whose book was lost yesterday
3. Whom do you want to see
4. Where are they going to build their house
5. When do you go to school

IV. (*a*) Make sentences using the following table :

How long	shall I take	
	shall we take	to finish this work ?
	will you take	to reach that place ?
	will he take	to make tea ?
	will they take	to clean the room ?
	will she take	

(*b*) Make sentences using the following table :

I shall take	ten minutes	
We shall take		to finish this work.
You will take		to reach that place.
They will take		to make tea.
He will take		to clean the room.
She will take		

LESSON 6

PUNCTUALITY

STRUCTURES :	**everything**	**really**	**would**	**any**
VOCABULARY :	**east**	**west**	**axis**	**regular**
	plough	**sow**	**proper**	**grain**
	ripen	**reap**	**harvesting**	**universe**
	planet	**orbit**	**punctual**	**comfort**
	tide	**confusion**	**enable**	**put off**
	by fits and starts	**crop**	**according to**	**necessary**
	wish	**depend**	**trouble**	**steadily**

The sun rises in the east every morning and sets in the west every evening. The earth moves round the sun and turns round on its axis. The seasons come and go at regular times. Day and night follow each other.

The farmer ploughs his fields and sows the seeds in the proper season. The seeds grow into plants and the plants bear grains which ripen in the proper season. If the farmer does not sow the seeds in the sowing season, he will not reap any crop in the harvesting season

Mills and factories start and stop work at fixed times. Offices open and close at fixed hours. Trains run according to a time-table. School begins at a fixed time and closes at a fixed time.

In the universe, the stars and the planets move in their orbits. On our earth, days and nights and seasons come and go at the proper time.

It is really necessary for us to form good, useful, and regular habits. We should be punctual and regular if we wish to live in peace and comfort.

What will happen if we do not do things at the proper time ?

We will miss our lessons if we do not go to school in time. We will miss our train if we do not reach the station in time. 'Time and tide wait for no one.' If we do not move fast, we will be left behind. Success in life depends on making the best use of our time.

We can make the best use of our time only if we are regular and punctual. Punctuality means doing things at a fixed and proper time. Punctuality is a very good habit. It makes our life easier and more comfortable. It saves us from a lot of trouble and confusion. It enables us to make the best use of our time.

We should be punctual and we should be regular. Doing things by fits and starts is a bad habit. It will not bring success and happiness. If we do our work regularly and steadily, we will succeed in everything.

Doing things at the right time is really necessary. We should never put off till tomorrow what we can do today.

EXERCISES

I. Complete the following sentences choosing words from the list in Column II. Write in Column III.

Column I	*Column II*	*Column III*
1. The sun rises every———.	*a.* time	
2. The sun sets every———.	*b.* comes	
3. Day comes and then night———.	*c.* summer	
4. Seasons follow one———.	*d.* winter	
5. Factories start work at a fixed———.	*e.* morning	
6. School begins at a fixed———.	*f.* moment	
7. Crops grow in a particular———.	*g.* evening	
8. Mangoes come in———.	*h.* hour	
9. Oranges come in———,	*i.* another	
10. Everything happens at a particular———.	*j.* season	

II. Tick the correct statements :

(*a*) We should get up early.

1. sometimes.
2. every morning.
3. on week days.
4. on holidays.

(*b*) If we are in time

1. we catch a train.
2. we miss a train.
3. we leave a train.

(*c*) If we are late

1. we learn a lesson.
2. we miss a lesson.
3. we don't miss anything.

III. Complete the words by writing the missing letters :

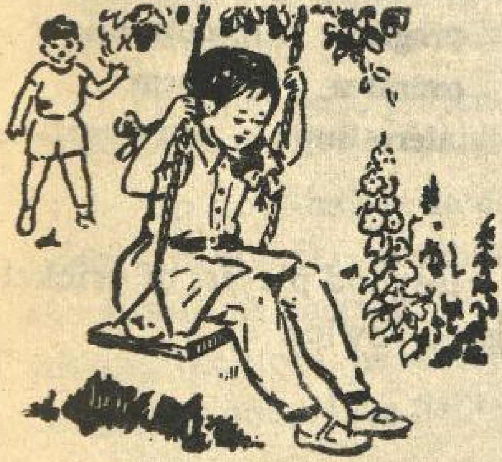
t—me, wint—r, sum—er, mor—ing, e—ening, f—ctory, plo—gh, fie—d, f—rmer, sea—on, p—nctual.

IV. Match parts of sentences in Column II with those in Column I. Write in Column III.

Column I	*Column II*	*Column III*
1. The sun rises	*a.* round the sun.	
2. The sun sets	*b.* according to a time-table.	
3. The earth moves		
4. The moon moves	*c.* every year.	
5. Trains run	*d.* round the earth.	
6. Seasons come back	*e.* at a fixed time.	
7. School begins	*f.* in the east.	
	g. in the west.	

LESSON 7

THE SWING



How do you like to go up in a swing,
  Up in the air so blue ?
Oh, I do think it the pleasantest thing
  Ever a child can do.

Up in the air and over the wall,
  Till I can see so wide,
Rivers and trees and cattle and all
  Over the countryside—

Till I look down on the garden green,
  Down on the roof so brown,
Up in the air I go flying again,
  Up in the air and down !

R. L. Stevenson

LESSON 8

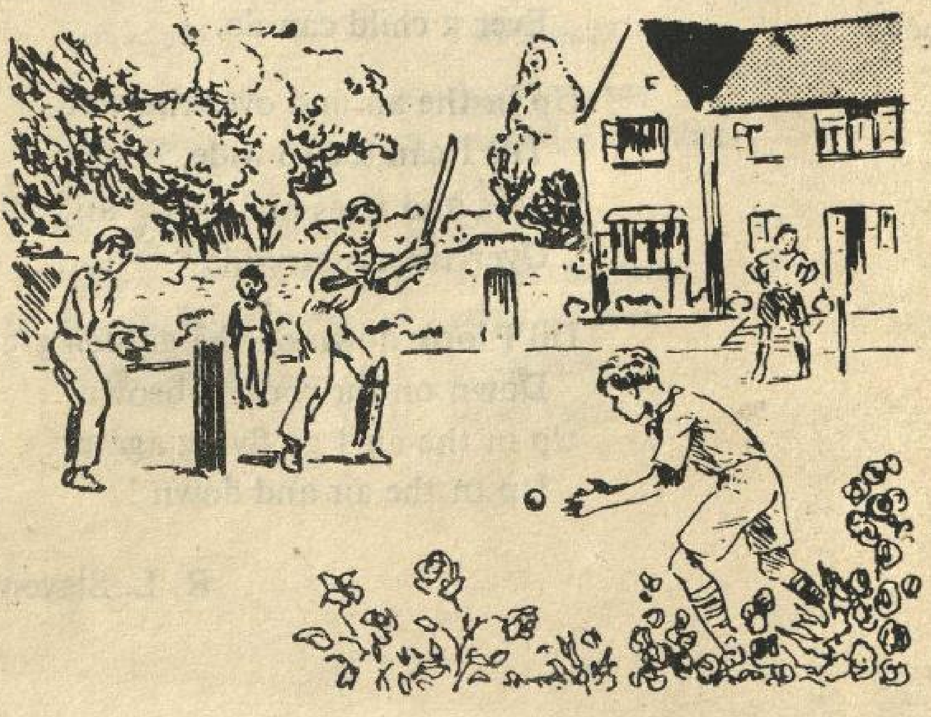
THE STORY OF CRICKET

STRUCTURES : **who** **nearly**

VOCABULARY :

batsman
defend
straight
leg-guards
underarm
frame
bowler
wicket
uniform
gloves
task
found
lawn
score
wicket-keeper
progress
overarm
interesting
develop
fielder
negative
determine
form
conversation

Arif and Adnan were friends. They were good players of cricket. Arif was a good batsman. Adnan was a good bowler.



One morning they were sitting with Wasim on the lawn of his house. Wasim was the captain of his school team. Wasim's father was also present. They were talking about the last test match played between England and Pakistan. Wasim's father had lived in England for nearly three years. He himself was a good player of cricket.

Adnan, who was the youngest of them all, said to Wasim's father, "Uncle, how did the game of cricket start ? Does it have its beginning in 'Gulli Danda' ?" Wasim's father replied in the negative and told the story of cricket while the boys listened with great interest.

England is the home of cricket. Over five hundred years ago, youug men and women in England played two games called club-ball and stool-ball. Cricket developed out of these two games.

In club-ball, players used a stick and a ball. The player hit the ball with the stick. He did not have a wicket to defend.

In stool-ball, a stool was used for a wicket. The bowler bowled underarm and the batsman hit the ball with his hand. If the ball hit the stool, the bastsman was out. If the batsman stopped the ball from hitting the stool, he scored a point. If the ball hit by a batsman was caught by one of the fielders, he was out. The fielders could catch the ball in their hats.

After some time three sticks were used in place of a stool. Two sticks were stuck into the ground and the third was placed on the top of the two. To make the task of defending the wicket more difficult, a third stick was later on placed between the other two.

In the beginning, bats were wider at the bottom than at the top. Later on, a straight bat came to be used, but it was as wide as the batsman wanted.

Bowlers started bowling overarm. Batsmen started scoring runs. The game of cricket grew more and more popular. Cricket clubs were formed. Rules were framed. The width of the bat was fixed at 11.43 centimetres. The number of players on each side was fixed at eleven. Fielders were no longer allowed to catch the ball in their hats. Players began to wear a uniform dress. As bowlers started bowling fast, batsmen and wicket-keepers began to wear leg-guards and gloves.

A club was founded in London near Marylebone Road. It was called Marylebone Cricket Club. The club was founded by Thomas Lord. The ground on which members of the club practised cricket, was, therefore, called Lord's.

Cricket spread to other countries. Major cricket-playing countries now include England, Australia, West Indies, Newzealand, Pakistan, India and Sri Lanka.

Pakistan has made much progress in the game of cricket. There are cricket clubs in many towns and cities. Pakistan's national team is second to none in the world. Pakistani players have brought a good name to their country.

The three young men thanked Wasim's father for the very interesting story he had told them. Arif and Adnan took leave of their friend and went home fully determined to make a name for themselves in the field of cricket.

EXERCISES

I. Complete the following sentences with the words given below :

11.43, *Marylebone Cricket Club, Lord's, England, Thomas Lord.*

1. ———is the home of cricket.
2. A cricket bat is———centimetres wide.
3. A club was founded in London near Marylebone Road. This club was called———.
4. This club was founded by———.
5. The ground on which members of this club practised was called———.

II. Answer the following questions :

1. Which two games later developed into cricket ?
2. What kind of bat was used in cricket in the beginning ?
3. Is a fielder allowed to catch the ball in his hat in cricket now ?
4. What do batsmen wear on their hands while playing cricket ?
5. Name major cricket-playing countries of the world.

III. Fill in the blanks in the following sentences using :

has, have, had.

1. Adnan———one cricket bat, two cricket balls and three wickets.
2. Do you———leg-guards and batting gloves ?
3. We———a nice cricket ground in our school ?

IV. Use full stops and capital letters where needed ;

1. aslam is my best friend he lives near my house he is the son of a famous cricketer.
2. my uncle lives at lahore it is the capital of the punjab it has produced many cricketers.
3. they reached the playground in time they were never late for practice their coach liked them.
4. my uncle has given me some money i shall buy a beautiful cricket bat.
5. quaid-i-azam muhammad ali jinnah loved to play cricket it is a good game the boys should all play cricket.

LESSON 9

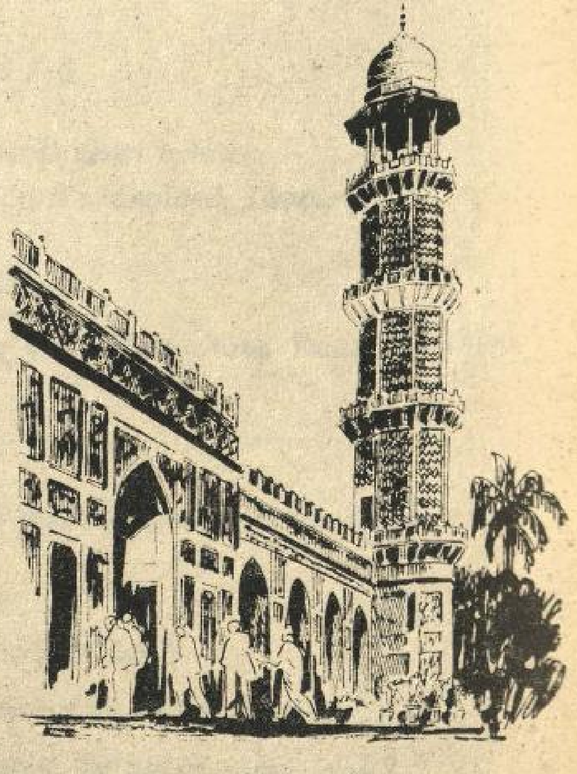
JEHANGIR'S TOMB

STRUCTURE : **suddenly**

VOCABULARY :

empress
majestic
gateway
boundary
graceful
skill
structure
railing
paved
surround
passage
emperor
lead
arch
plot
bury
tile
square
historical
indeed
fountain
admire

The weather was fine. Mrs. Ahmad and the children wanted to see all the historical buildings of Lahore in one day. Mr. Ahmad was a very busy man. He could take them to only one place that day. So they decided to go to Jehangir's Tomb. The children, Arif and Farida, were very happy. Mrs. Ahmad took a basket with her. It had fruit, sweets and dried fruit in it.



They reached the tomb. After passing through the main gate, they found themselves in a garden.

"Who built this tomb ?" asked Arif.

"Jehangir's Tomb was built by Empress Noor Jehan," replied Mr. Ahmad.

Farida suddenly asked, "What is that building on the left ?"

"It is a gateway which leads to the tomb of Asif-ud-Daula. He was the brother of Noor Jehan," replied Mr. Ahmad.

They were walking on the paved path. Farida was looking at the grassy plots. Tall, shady trees stood here and there.

"It is a very beautiful place, indeed," said Farida.

"What is that structure at the end of this road ?" asked Mrs. Ahmad.

"That is a gateway. It is made of red stone," said Mr. Ahmad.

"Why are there so many rooms in the long boundary wall surrounding the garden ?" asked Arif.

"Servants and soldiers lived in these quarters. They were needed to look after the tomb," replied Mr. Ahmad.

They went up a few steps and walked through the gateway. They were again in a garden. They were standing now on the path which led to the main building where Emperor Jehangir lies buried. The grassy lawns were a beautiful sight.

There were eight fountains, standing in a square round the tomb. At the end of the path stood the grand tomb.

"How graceful and majestic the tomb looks!" said Mrs. Ahmad.

"You see, this beautiful building stands on a raised platform which is made of red stone. The four marble minarets with their small domes and railings look very beautiful," said Mr. Ahmad.

They went up a few steps and reached a passage.

"This passage runs round this building. There is a gate in each of the four walls," Mr. Ahmad told his children.

He entered one of these gates and the others followed him. They were in a small passage now. The floor was made of marble tiles of many colours.

"Look at the arches, what a wonderful piece of work it is ! Everything is made of marble !" exclaimed Mrs. Ahmad. They entered the room where the emperor's grave was.

They all admired the skill of those who had built this beautiful tomb.

"Was this garden laid out after Jehangir was buried here ?" asked Arif.

"No, the garden was already there. Its name was Dilkusha Garden. According to his wish Emperor Jehangir was buried in Dilkusha Garden on the right bank of the River Ravi," replied Mr. Ahmad.

They were feeling hungry now. So they spread a 'durri' on the lawn and sat down to eat what Mrs. Ahmad had brought in the basket.

EXERCISES

I. Pick out suitable adjectives and fill in the blanks :

historical, busy, long, beautiful, grassy.

1. The———boundary wall has many rooms in it.
2. There were many———plots.
3. Nasima wanted to see all the———buildings of Lahore.
4. It was a———sight.
5. Mr. Ahmad was a very———man.

II. Answer the following questions :

1. Why were Arif and Farida very happy ?
2. Who built the tomb of Jehangir ?
3. Who lived in the rooms in the long boundary wall ?
4. What is the raised platform made of ?
5. Why was Jehangir buried in Dilkusha Garden ?

III. Complete the following words by putting in the missing letters :

histor—cal, we—ther, bo—ndary, s—ldier, qu—rters, foll—wed, fo—ntain.

IV. Put inverted commas where needed :

1. Do you want to play cricket, Saleem ? said Aslam. Yes, I do, replied Saleem.
2. Have you given some money to the beggar ? said Mother. No, I haven't, replied Farida.
3. Why have you not bought the book ? said the teacher to the pupil. I have no money, sir, answered the pupil.
4. How many boys were absent yesterday ? said the teacher. Only two, sir, answered the monitor.
5. Who has eaten all the mangoes, children ? said the mother. We have not eaten them, mother, answered the children.

V. Name some of the historical buildings of Lahore.

LESSON 10

A LITTLE SONG OF CONTENT

He that is down needs fear no fall,
He that is low, no pride ;
He that is humble ever shall
Have God to be his guide,

I am content with what I have,
Little be it or much ;
And, Lord, Contentment still I crave
Because Thou savest such.

John Bunyan

LESSON 11

THE WISE PRINCESS

STRUCTURES :	**ago**	**yours**		
VOCABULARY :	**princess**	**Almighty**	**silly**	**ungrateful**
	humbly	**spade**	**diamond**	**rubies**
	pearl	**treasure**	**employ**	**educate**
	propose	**pomp and show**	**palace**	**exclaim**
	repeat	**bow**	**serve**	**honour**
	cottage	**sorrowfully**	**brass**	**pot**
	handsome	**marriage**	**kind**	**costly**
	gift	**bride**	**remove**	**veil**

Long ago, there was a king who had three daughters. The youngest was very pretty and good-natured. The king loved her the most.

One day the king was sitting with his daughters in the beautiful palace that he had built for them. He asked them, "Who has made you a princess ?"

"You, our own dear father !" exclaimed the two elder sisters together.

But the youngest princess did not say anything. The king looked at her and repeated his question.

The youngest princess bowed her head and said very respectfully, "Dear father, God Almighty made you a king, and He made me a princess."

"What are you saying, you silly ungrateful girl ?;' shouted the king.

"I am speaking the truth, father," said the princess humbly.

"I am going to take away everything from you and turn you out of the palace. I shall see how you become a princess again without my help," the king shouted in anger.

"God will help me. I have full faith in Him," said the princess.

The king took away everything from his daughter and sent her away from the palace.

The pretty princess was left in a forest. She wanted to go to some safe place before night came. She was walking through the forest when she met an old woman who was collecting dry wood. The princess told her everything about herself.

"Dear old mother, my own father has turned me out of his palace. Will you please let me stay with you? I shall collect dry wood for you," said the princess.

"My dear princess, I am your humble servant. I have two sons who will serve you happily. It is a great honour for me to welcome a princess to my small cottage," the old woman replied very respectfully.

The sons of the old woman were very good boys. They served the princess respectfully. They did not let her do any work.

One day they said to her, "We want to build a new cottage. It shall have beautiful rooms".

"All right, my dear brothers, do as you like; but the new cottage should be built at the place where my father's servants left me," said the princess sorrowfully.

"Don't feel sad, dear sister. Your poor brothers will do everything to please you," said the two brothers.

The brothers started digging earth to build the new cottage. All of a sudden their spades struck against something hard. They dug out a big brass pot. It was full of diamonds. As they dug deeper, they found six more brass pots. They were all full of gold coins, rubies, and pearls. They ran to the princess at once and told her about it. The princess and the old woman came there.

"God is great, my dear princess ! He has given you much more than what your father has taken away from you. It is all yours now," exclaimed the old woman happily.

"My dear brothers shall have equal share in the treasure. We are all going to live together," said the kind princess.

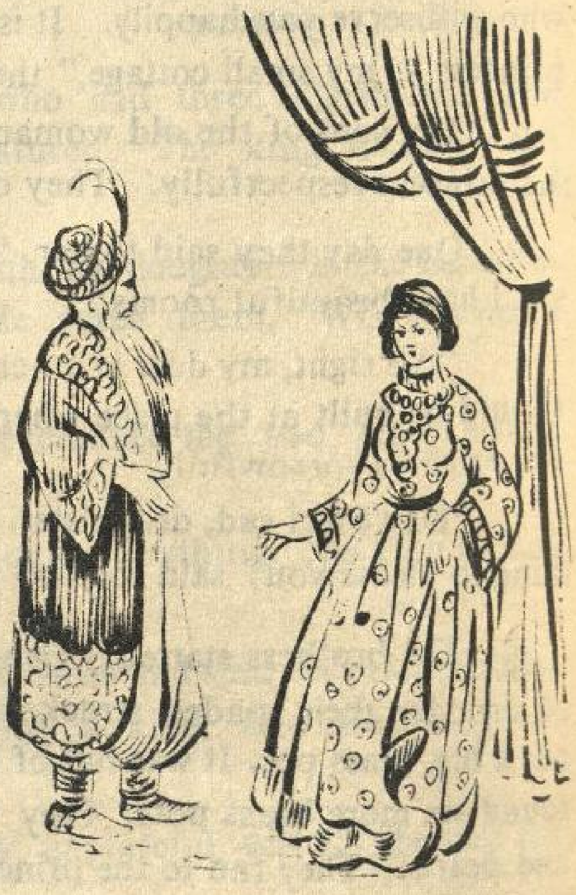
The forest was cleared and a very big palace was built there. A beautiful garden was also laid out. They all lived happily there. The princess employed teachers who educated the two brothers.

One day the brothers brought a guest with them. He was a handsome prince. He liked the princess and proposed marriage to her. The princess agreed. Many kings and princes were invited to the marriage. The list of their names was prepared by the princess herself. The name of her father was at the top of the list.

The marriage took place with great pomp and show. All guests praised the tasty dishes and fresh ripe fruit of different kinds served to them. They talked about the great wealth of the princess. They all wanted to meet her. Some of them had brought costly gifts for her. When the two brothers requested the princess to meet the guests herself she smiled and said, "Let me meet my father first. Go and bring him in."

When the king arrived, the princess who was dressed as a bride got up. Bowing her head, she said to him, "A humble daughter welcomes a great father." After saying this, she removed her veil. "I hope that you still remember your youngest daughter," said the princess.

"You are indeed my youngest daughter," the old king said in great



surprise. “You were right. God Almighty made you a princess. I am sorry for what I did.”

“No, father, please don't, for all is well that ends well,” said the Princess. I am grateful to God that you have realized for yourself that every blessing comes from God.”

EXERCISES

I. Fill in the blanks with suitable verbs :

stayed, arrived, shouted, served, struck.

1. The princess——with the old woman.
2. Their spades———a brass pot.
3. When the old king———the princess got up.
4. The king—— that he would send the princess out of his palace.
5. The two sons of the old woman———the princess.

II. Answer the following questions :

1. Why did the king turn his daughter out of the palace ?
2. What did the old woman say to the princess ?
3. Why were the two brothers digging the earth ?
4. How did the two brothers learn good manners ?
5. What did the princess say to her father ?

III. Complete the words :

pr—tty, tre—sure, witho—t, marri—ge, requ—st, thro—gh, co—n. we—lth, happ—ly.

IV. Whom do you like the most in this story and why ? Write five lines on each of the following :

1. The princess.
2. The two brothers.
3. The old woman.

V. Put inverted commas where needed :

1. May I come in, sir ? said the little boy. Yes, come in, replied the teacher.
2. What do you want ? said the teacher. I want to give this application to you, sir, said the boy.
3. Yes, you may go and play said the teacher. Thank you, sir, said the little boy and ran out.

VI. (*a*) Make sentences using the following table :

Let	me	play.
	us	go.
	him	swim.
	her	pray.
	them	rest.

(*b*) Make sentences using this table :

I shall We shall You will They will He will Aslam will	lend	some money to them.
	follow	him everywhere.
	leave	this place at once.

LESSON 12

A VISIT TO THE TELEVISION CENTRE

VOCABULARY :

quiz
producer
special
speech
screen
cross
pupil
objection
balcony
permission
discussions
angle
mirror
remaining
announcement
record
sign
scene
win
telecast
excited
corridor
quietly
satisfy
trophy

Afshan was very excited when she came back from school. "Mother, where are you ?" she called to her mother.

"Why must you always make so much noise, Afshan ?" Mother said from the kitchen.

Afshan ran to the kitchen and said, "Mother, I will appear on the T.V. Our school team will take part in the quiz programme next Monday. Isn't it great, mother ?"

"Yes, I think it is" agreed Mother. "But how will you go to the T.V. station ?" she asked.

"Rukhsana, Rozina and I will go to the T.V. station with Mrs. Shaheen in the T.V. van. We also have special permission to see how the programmes are recorded," said Afshan.

"Go and change now. You must tell Father also," said Mother.

Father did not have any objection. The remaining three days were spent in making preparations. Mrs. Shaheen gave some books to the three girls. Questions were to be asked about Quaid-i-Azam Muhammad Ali Jinnah. So they must know everything about him. Father also helped Afshan.

It was Monday. The three girls were very excited. They were in their school uniform, looking very pleased with themselves.

The T.V. van took them to the Television Centre. It was a new building. Mr. Rafiqi welcomed them at the gate. They went along corridors, past the rooms marked 'Studio 1', 'Studio 2', etc.

"What happens in there ?" asked Rukhsana.

"These small studios are used for telecasting news, speeches, discussions, lectures etc.," replied Mr. Rafiqi.

Mr. Rafiqi opened the door of a room. All of them went quietly in. They saw six large screens, numbered 1, 2, 3, 4, 5, 6 on the wall in front of them. A scene was being shown on these screens from different angles. Mr. Rafiqi said, "The producer selects the best pictures from among these scenes, before the scene is recorded."

"Won't these words be recorded here ?" asked Rozina.

Mr. Rafiqi answered, "No, sound is recorded in the room you can see through the glass. This room is called the 'Control Room'."

Then Mr. Rafiqi took them to a balcony, from where they could see some actors doing a scene from a play. A camera-man was taking shots from different angles until the producer in the Control Room was satisfied.

After crossing the balcony, they came to a small studio meant for News. It was a bare room with one table and two chairs. Mr. Rafiqi told them how news were telecast and announcements made.

"How do the pictures and sound from these studios reach our homes?" asked Afshan.

"I am sorry, I cannot answer this question. You must ask your science teacher to answer this question. Now I must take you to the make-up room," replied Mr. Rafiqi.

When Afshan was made-up, she looked at herself in the mirror and said, "I don't at all look pretty." The lady in the make-up room told her that everybody going before the camera had to be made-up because of the bright camera lights. "You would look pale if you were not made-up," she said.

Mr. Rafiqi then took them to the studio, where they were to take part in the quiz programme. The programme lasted half an hour.

Their school won the trophy. Mrs. Shaheen was very pleased with her pupils.

Afshan's parents and other members of the family were also very pleased to see Afshan on the T.V. screen.

EXERCISES

I. Answer the following questions :

1. What was Afshan excited about when she came back from school ?
2. How did the school team prepare for the quiz programme ?
3. What were the small studios meant for ?
4. What did they see in the Control Room ?
5. Who selects the picture to be recorded ?
6. What does a news studio look like ?
7. Why are persons going on the screen 'made-up' ?
8. Who won the trophy ?

II. (*a*) Study the following sentences :

1. They want some paper.
2. They do not want any paper.
3. Please put some more milk in my tea.
4. Please do not put any more milk in my tea.

(*b*) Now add *some* or *any*, as required, to complete the sentences given below :

1. I want———new books.
2. There is———tea in the tea pot, but there isn't———milk.
3. There are———pictures on the T.V. screen.
4. He wants———more information on T.V. programmes.
5. He cannot have— ——more, because I want- ——for myself.
6. I don't think he needs———help now.
7. He bought———new switches for his T.V. set.
8. We do not have———red roses in our garden.

9. You can have this T.V. set if you want, but I have——–better ones in my shop.
10. I haven't——–time to go there.

III. (*a*) Study the following sentences :

1. How many of you were in the boat ?
2. How much money do you have with you ?

These questions can be answered in the following way :

1. We were four persons in the boat.
2. I have only fifty rupees with me.

(*b*) Now answer the following questions :

1. How many days are left for your programme to be telecast ?
2. How many friends do you have in school ?
3. How much does a T.V. set cost ?
4. How many girls visited the Television House ?
5. How much time do you spend in watching T.V. programmes ?

LESSON 13

THE WHEEL

VOCABULARY :

invent
ruins
wrist
goods
bullock
energy
wheel
replace
wonderful
pull
design
aircraft
sledge
certain
leisure
idea
steel
transport
vehicle
log
probably
movement

When did man invent the wheel? We do not know for certain. We know that man used wheels under his carts twelve thousand years ago. Before the invention of the wheel, man used sledges for transporting goods. It was very difficult to pull and push them. Then he noticed that the sledge moved more easily over round stones or logs. This gave him an idea. He made big round pieces of wood and put them under his cart. By and by, the big round pieces of wood developed into wheels and became a part of the cart. This is probably how the wheel was invented. Simple wooden wheels were fitted to bullock carts used 5000 years ago. A bullock cart of this kind has been found in the ruins of Harappa near Sahiwal.

These wheels were later replaced by better wheels. During the last two centuries many types of wheels of different shapes and designs have been invented. Now we have wheels made of wood, steel and rubber.

Farmers worked very hard to plough their fields with ploughs made of wood and drawn by bullocks. Now they use tractors, which run on wheels. The tractors plough the fields much quicker than the wooden ploughs. The farmers have to do less work. This gives them more leisure and comfort.

The wheel is a very important invention. It makes movement easier. It is a necessary part of cycles, motor cycles, cars, buses, trains, ships and aircraft. We can travel a long distance in a short time. These vehicles save so much of our time and energy.

Almost all kinds of machines have wheels in them. The small watch on your wrist and the heavy machines in factories and mills work with the help of wheels.

All this was made possible because man invented the wheel. It is the most wonderful invention of man.

EXERCISES

I. Read the lesson thoroughly and write TRUE or FALSE, as the case may be, in front of each sentence :

1. Man noticed that the sledge did not move easily over round stones.
2. Simple wooden wheels were fitted to bullock carts used 5000 years ago.
3. Tractors do not plough the fields quicker than the wooden ploughs.
4. The wheel is not a necessary part of cycles and motor cycles.
5. Almost all kinds of machines have wheels in them.

II. Rewrite the following sentences after changing the noun into the plural :

1. A horse is an animal.
2. A chair is made of wood.
3. A mango grows on a tree.
4. A child is pretty.
5. A cow gives milk.
6. A girl eats bread.
7. I can read a book.
8. She is kind to the child.
9. He drinks a glass of milk.
10. A painter paints a picture.

III. Write missing letters in the following words :

qu—ck, d—velop, diff—cult, fi - ld, certa—n, le—sure, wr—st, comf—rt.

IV. Combine phrases in Columns I and II to make complete sentences :

Column I	*Column II*
1. Man used wheels	*a.* much of our time and energy.
2. Tractors plough the fields	*b.* less work.
3. The wheel is	*c.* twelve thousand years ago.
4. These vehicles save	*d.* much quicker than the wooden ploughs.
5. The farmers have to do.	*e.* a very important invention.

LESSON 14

BABUR KILLS A RHINOCEROS

STRUCTURE : **once**

VOCABULARY :
rhinoceros
wild
boar
face
bull
shoulder
lower
fond
beast
hunting
thorny
rush
realize
horn
companion
fierce
march
shoot
blow
aim
flesh
dangerous
pierce
select
arrow
bow
target

Zaheer-ud-Din Babur was the first Moghul emperor of India. He was a very brave man. He was very fond of hunting.

Once Tatar Khan, the Governor of Gwaliar, requested Babur to help him against Raja Mangat Rai. Babur took an army and marched towards Gwaliar. When they were 32 kilometres from Gwaliar, Babur halted his army. He selected three soldiers to go with him into the forest that lay before them. He wanted to make sure that Mangat Rai's soldiers were not there to make a surprise attack on his army.

As Babur and his companions reached the edge of the forest, they met a villager. He warned them of the wild beasts of the forest who were very dangerous.

Babur was not afraid of wild beasts. He could face any wild animal. He thanked the man and went into the forest. His three companions followed him. They were ready to face any danger. They were riding through thick thorny bushes. Suddenly a wild boar appeared from behind a bush and ran towards them. One of Babur's companions quickly shot an arrow at the boar. The animal fell on the ground. Babur praised his brave soldier.

A little farther in the forest, they came face to face with an angry wild bull. It rushed at the Emperor. Babur quickly got out of its way. The bull went past him. Then it stopped, turned back and charged at Babur again. Babur was ready. He struck the bull with his sharp sword as it came near him. The blow was so hard that the bull fell on the ground.

They had covered some distance when suddenly they came upon a rhinoceros. A rhino is a very large and fierce animal with a thick and hard skin. Babur and his companions quickly got down from their horses. They took their bows from their shoulders. Their arrows struck the rhino and fell on the ground. The rhino was not hurt at all.

Babur realized that it was difficult to cut through the thick skin of the beast with arrows. So he took careful aim at the rhino's ear and shot another arrow. The arrow hit the target. Now the rhino was hurt. It was angry. It lowered its head and rushed at them. It attacked one of Babur's companions with its horn. The man at once jumped up and caught the branch of a tree. The horses fled in fear.

The rhino now attacked the other two soldiers. Babur shot another arrow with all his strength. This time the arrow pierced through the skin and entered the flesh of the beast. The rhino turned and rushed at Babur. Babur quickly jumped behind a tree. The rhino struck the tree and its horn got stuck. Babur took aim and shot another arrow. The arrow pierced through the rhino's eye and reached its brain. The rhino fell. It was dead.

EXERCISES

I. Write 'True' or 'False', as the case may be, against each of the following statements :

1. Babur was not fond of hunting.
2. Babur came face to face with an angry wild bull.

3. Babur and his companions went into the forest.
4. Babur could not kill the wild bull.
5. The rhino is a thick-skinned animal.

II. Combine phrases in columns I and II to make complete sentences :

Column I	*Column II*
Zaheer-ud-Din Babur was	afraid of wild beasts.
The rhino was	fell on the ground.
Babur was not	the first Moghul emperor of India.
The animal	another arrow.
Babur shot	not hurt at all.

III. Rewrite the sentences given below as in the example :

Example : (*i*) The boy fell down and broke his leg.
(*ii*) The boy broke his leg because he fell down.

1. He was not feeling well and did not come to school.
2. They were late and could not catch the train.
3. It is raining and I cannot go home.
4. She was lame and could not run fast.
5. They were good students and everybody praised them.

IV. Pick out suitable words and fill in the blanks :

still, since, once, ago, twice.

1. ———there lived a wise king.
2. They have explained everything,———he is not satisfied.
3. He has been working in this factory———1970.
4. Long———Muhammad Bin Qasim came to this land.
5. I called to him———but he did not stop and went his way.

LESSON 15

THE TRACTOR

STRUCTURE : **ours**

VOCABULARY :

fertile
lump
admit
soil
harrow
afford
produce
seed-drill
manage
oxen
rake
loan
fertilizer
well-furnished
in the meantime
guide
level
amount
blade
hectare
quality
tool
trolley
increase

During the summer vacation, Naseem went to Saleem's village to stay with him. Saleem's father was a rich man. His house was large and well-furnished.

One day after breakfast Naseem asked his friend, "How much land does your father own, Saleem ?"

"Ten hectares", replied Saleem

"Well, my father also owns ten hectares of land, but I must admit that we don't have such a large and beautiful house. We just manage to make both ends meet. You appear to live well. Perhaps your land is more fertile than ours !," said Naseem.

Saleem's father, in the meantime, had come in the room. He said, "Of course, the amount of produce depends on the quality of soil. But what you get from the land also depends on what you put into the land."

"What do you mean, Uncle ?" asked Naseem.

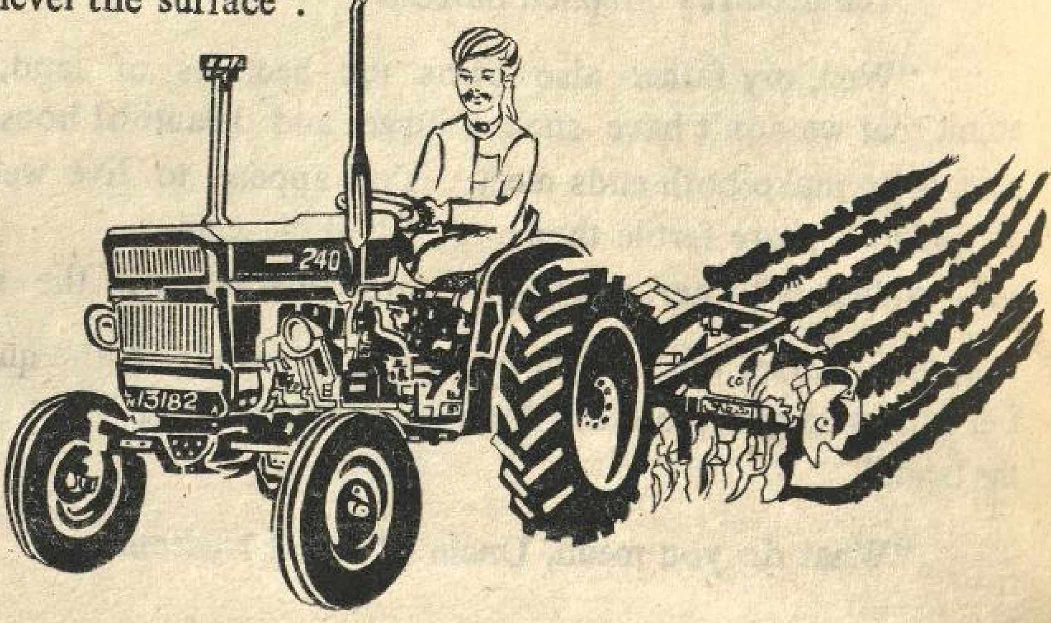
"Well, my land is not better than your father's. I get more from my land than your father gets from his. I plough my land with a tractor, but your father still uses the old plough and oxen. I use fertilizers to improve my land. Your father does not use fertilizers. I also use better seed. Your father thinks the old seeds are good enough. I put more into my land and I get more out of it," explained Saleem's father.

"But, Uncle, does it make any difference whether you plough your land with a tractor or with oxen ?" said Naseem.

"Yes, it makes a difference," said Saleem's father. "In the first place, if you plough your land with oxen, you can't go very fast. Also, the blade of the old plough doesn't cut the land very deep. A tractor can plough many hectares in one day".

"Does a tractor plough the land deeper than oxen ?" asked Naseem.

"Yes, it does", said Saleem's father. "A tractor plough has several blades. These blades cut much deeper into the soil. The tractor driver guides and controls the plough. He can make his plough cut and turn the soil very deep. He can also use other tools such as a harrow and a rake. They break big lumps of soil left by the plough. They also level the surface".



"Can we use a tractor for sowing the seed also ?" asked Naseem.

"Yes, we can use a tractor for pulling a seed-drill. The seed drill sows the seed in the fields. Other machines can also be pulled and powered by a tractor. I have a big trolley for carrying wheat and rice to the market. I also bring diesel oil, fertilizers, and other things in my trolley. This trolley is pulled by the tractor", replied Saleem's father.

"A tractor is a very useful thing. It must be very costly", asked Naseem.

"It is, no doubt", replied Saleem's father.

"I am afraid my father cannot afford to buy a tractor", said Naseem.

"He can buy a tractor if he wants to. The Government gives a loan to every landowner who wants to buy a tractor. Your father can get a loan from any bank and buy a tractor. He can pay back the loan in small amounts. With a tractor he can grow more crops and increase the produce of his fields," said Saleem's father.

"Thank you very much, Uncle," said Naseem. "I must tell my father all these things."

EXERCISES

I. Fill in the blanks with suitable verbs :

guides, grow, ploughs, sows, pulled.

1. The tractor driver———and controls the plough.
2. A tractor———very deep into the soil.
3. The trolley is———by the tractor.
4. A seed-drill———the seed in the fields.
5. With a tractor he could———more crops.

II. Answer the following questions :

1. Why should a farmer plough his land with a tractor ?
2. How can a farmer get good crops out of his land ?

3. How does a tractor help a farmer carry his goods to the market ?
4. How can a farmer buy a tractor of his own easily ?
5. How does a farmer serve his nation ?

III. Write missing letters in the following words :

prod—ce, perh—ps, mach—ne, plo—gh,, am—unt, incre—se, tract—r.

IV. Write the words which mean the opposite of the following words :

old, slow, more, easy, good, costly.

V. Write a short paragraph on the uses of a tractor.

VI. Make 15 sentences using the following table :

I We You They The students	work save study	more than	the other people

LESSON 16

MOHARRAM

VOCABULARY :

calendar
suffering
event
messenger
follower
wound
martyrdom
tragedy
piety
gain
order
virtue
observe
learning
support
camp
sorrow
sacrifice
claim
refuse
nephew

Moharram is the first month of the Islamic Calendar. More than thirteen hundred years ago, a very sad event took place during Moharram. This was the martyrdom of Hazrat Imam Hussain in the year 61 A.H.

Hazrat Imam Hussain was the son of Hazrat Ali (God be pleased with him) and the grandson of the Holy Prophet of Islam (peace be upon him). He was respected for his great piety and learning. He lived in Medina.

When Yezid became the ruler of Syria, he claimed that he was the Caliph of the Muslims. Many people did not think him fit to be the Caliph. He did not have the virtues and qualities of a good leader of the Muslims.

Yezid sent his messengers to Hazrat Imam Hussain to gain his support. The Imam refused to accept him as the Caliph. He started for Makkah and from there he left for Kufa.

With the Imam went his family, and some faithful followers. Ibn-e-Ziyad, the governor of Kufa, sent an army to stop Imam Hussain. His soldiers stopped Hazrat Imam Hussain and his followers near the River Euphrates.

Hazrat Imam Hussain addressed Yezid's soldiers and said, "Why are you making trouble for me and my companions ? I have done you no harm." On hearing this speech, some good people in Yezid's army went over to the Imam's side.

The commander of Yezid's army was very angry at this. He ordered his soldiers to stop the Imams' followers from taking water from the river. The great Imam and his companions lived without water for many days.

On the tenth day of Moharram, Yezid's soldiers attacked the Imam's camp. The Imam's followers, his brother, his sons and his nephews fought bravely. They all fell one after the other.

Hazrat Imam Hussain himself fought bravely and received many wounds. He said his prayers in this hour of sorrow and suffering. Yezid's soldiers killed the great Imam while he was in prayer. Thus Hazrat Imam Hussain died a martyr's death. He gave his life but did not go against his principles.

This great tragedy took place at KARBALA in Iraq. Muslims observe the 10th day of Moharram to mark the great sacrifice of Hazrat Imam Hussain.

EXERCISES

I. Complete the following sentences :

(*a*) Write one of the following words in each sentence to complete it :

month, tenth. tributes.

1. **Moharram is the first——of the Islamic year.**
2. **The tragedy of Karbala took place on the——day of Moharram.**
3. **They pay——to Hazrat Imam Hussain.**

(*b*) Write one of the following words in each sentence to complete it :

while, why, when, ago, would.

1. The tragedy of Karbala took place 1300 years———.
2. ———Yezid became king in Damascus, he sent messengers to Imam Hussain.
3. ———do you make trouble for me and my people ?
4. Hazrat Imam Hussain knew that Yezid———harm him.
5. Yezid's soldiers killed the great Imam———he was in prayers.

II. Answer the following questions :

1, Why did Hazrat Imam Hussain not accept Yezid as Caliph ?
2. Why did Hazrat Imam Hussain leave Medina ?
3. Who was the Governor of Kufa when the tragedy of Karbala took place ?
4. Where is Karbala situated ?
5. What is the name of the river which flows near Karbala ?
6. Who was Yezid ?
7. What hardships did Hazrat Imam Hussain and his followers suffer at Karbala ?

LESSON 17

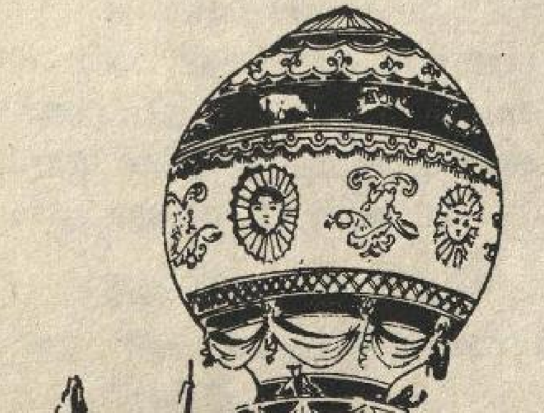
THE STORY OF AIR TRAVEL

STRUCTURES : **then** **through**

VOCABULARY :

muscles
steam
aeroplane
realize
passenger
airship
accident
lift
successful
efficient
engine
rapidly
move
heavy
enable
direction
believe
wind
weight
doubt

Have you ever wished to fly like a bird ?



In olden times many people believed that man could fit himself with wings and fly like a bird. But soon they realised that it was not possible. Man's muscles were too weak to lift and move him through the air. He needed something other than wings to enable him to fly.

In 1783, Montgolfier brothers made a balloon and filled it with hot air. It was in this balloon that the first man went up in the air on October 15, 1783. The balloon stayed in the air for only twenty-five minutes. Ten days later, two Frenchmen rose in the air in a balloon filled with hydrogen gas.

Balloons filled with hot air or hydrogen were lighter than air. They could lift a man in the air. But they went where the wind carried them. They could not be used for travelling.

An airship, like a balloon, is a lighter-than-air flying-machine. It has an engine that moves it through the air. It can be moved in any direction.

The first successful airship was built by a French engineer Henry Giffard in 1852. It had a 3 h.p. steam-engine. The steam-engine was heavy and it increased the weight of the airship. So it was replaced by petrol-engine. Germany built many airships and used them in the first World War.

After the war, airships were used for carrying passengers and goods in many parts of the world. They flew successfully for many years but then many of them met with accidents. In the nineteen-thirties, airships were given up.

By this time the aeroplane had developed into an efficient flying-machine.

An aeroplane, unlike an airship, is a heavier-than-air flying-machine. It has fixed wings and powerful engines and moves fast through the air. The high speed keeps it flying.

The first successful aeroplane was built by two American brothers Orville and Wilber Wright. Orville succeeded in flying this aeroplane on December 17, 1908.

Since then the aeroplane has developed rapidly. Now aeroplanes have jet-engines in place of piston-engine, and they can fly at very high speed.

The aeroplane is, no doubt, one of the greatest wonders of our age. Hundreds of aeroplanes carry passengers and goods from one part of the world to another every hour of day and night.

EXERCISES

I. Answer the following questions :

1. When did the first man rise into the air ?
2. How did he rise into the air ?
3. Why does a balloon filled with hydrogen float in the air ?
4. Why was the airship given up ?
5. Why was piston-engine replaced by jet-engine in an aeroplane ?

II. Study the following sentences :

(a) 1. What is the name of your school ?

2. Who can explain this sentence ?

3. Which answer-book is yours ?

(b) Now add a question-word (*what, who, which*) to the following questions :

1. ———crops grow in Pakistan ?
2. ———is that pretty child ?
3. ———one do you like, an orange or a banana ?
4. ———is the time by your watch ?
5. ———teaches you English ?
6. ———is the name of your neighbour ?
7. ———piece of bread is yours ?
8. ———knows the answer to this question ?
9. ———are you reading these days ?
10. ———colour is it ?

III. Study the following sentences :

(a) 1. Do they wash their clothes ?

2. Did she not go to school ?

3. Does he not write in ink ?

(b) Now change the following sentences into question form by using the question-word 'Do', 'Does', or 'Did' :

1. He takes a cold bath every day.
2. He goes for a walk every morning.

3. She went to Karachi last Saturday.
4. They wash the clothes very carefully.
5. The photographer closes his shop at 10.00 p.m.
6. She received the telegram last evening.
7. They did not know anything about an airship.
8. Iron does not float on water.
9. I do not have red ink.
10. She respects her elders.

IV. Make sentences using the following table :

The children were	flying	a kite.
The boys were	climbing	a tree.
They were	learning	a new lesson.
He was	lifting	a big box.
She was	reading	a very nice story.

LESSON 18

A BRAVE BOY

STRUCTURES :	**am afraid**	**slowly**		
VOCABULARY :	**labourer**	**robbers**	**utensils**	**ornaments**
	armed	**sell**	**axe**	**watch**
	rock	**frighten**	**moment**	**cruel**
	metre	**cover**	**snow**	**forward**
	roll	**crush**	**balance**	**welcome**
	cheer			

Hassan was the only child of his parents. He was a good boy. Although he was a little naughty, he was loving and brave. He lived with his parents in a small village near the hills. His father was a woodcutter. In winter, he worked as a labourer in the town near his village.

The people of the village were hard working. They worked from sunrise to sunset to earn their living. Sometimes, robbers came to the village and took away everything they could get. The poor villagers could not do anything. The robbers were always armed with guns and they came on the dark nights.

One night the robbers went to Hassan's house and took away everything. Hassan's father had bought these things after years of hard work. Hassan was very angry. He said to himself, "When I grow big and strong, I will fight the robbers".

One day Hassan's father got ready to go to the town. Hassan said to him, "Can I go with you, Father ?"

The father said, "Yes, but if you want to go with me, hurry up."

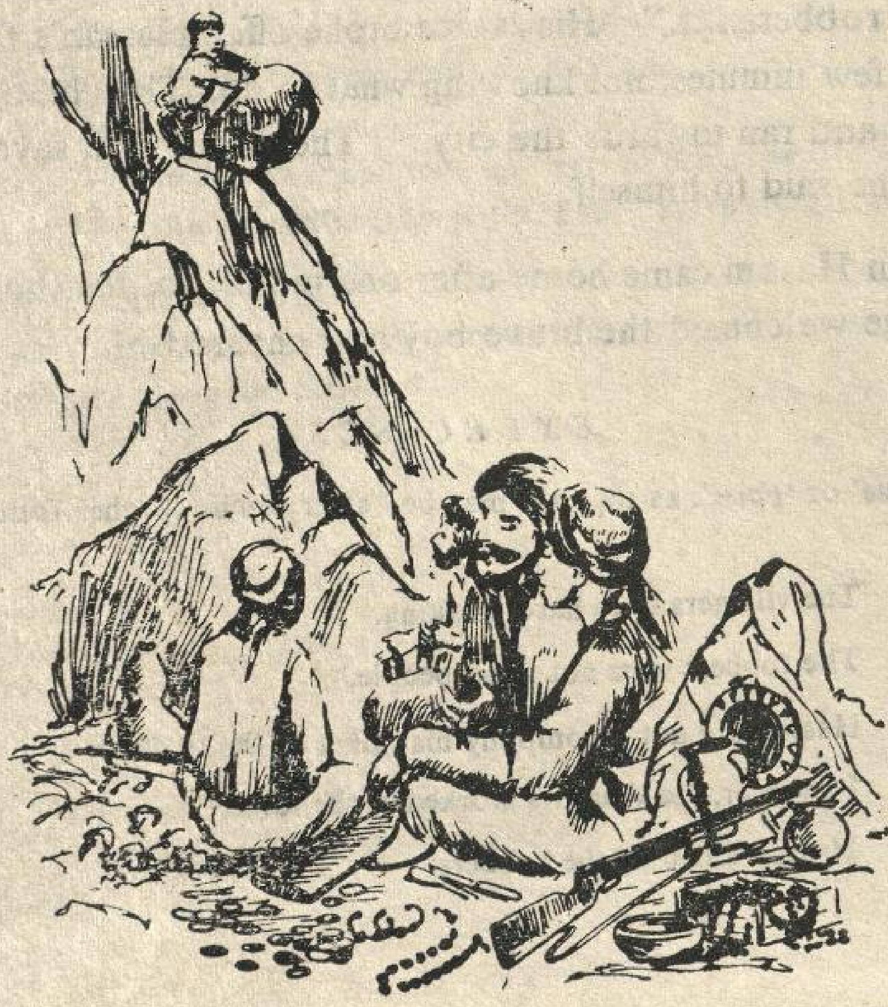
They started for the town which was on the other side of the forest.

As they walked through the forest, Hassan's father saw a fallen tree. He decided to take some wood to the town for selling it in the market. He began to cut the tree with his axe. Hassan watched him for a while. Then he got up and walked towards the hill on one side of the forest.

As Hassan got near the hill, he heard some voices. He knew that the people of his village did not work in the forest during winter. "Who could these men be ?" he thought. He went a few steps further. Now he could see the men whose voices he had heard. They were sitting on a rock ; and some utensils, ornaments and guns lay before them. They were the robbers. He was frightened, but it was only for a moment.

"I should do something," he said to himself. "I must not be afraid. I must find some way of catching these cruel robbers who rob the poor people of my village. But what can I do ?"

Suddenly an idea came to his mind.



He started walking away from the robbers. When he had walked fifty or sixty metres, he turned right and started climbing the hill. It was a difficult task. The hill was covered with snow. Many a time he slipped and fell. But he did not lose heart. "I must not give up," he told himself.

After a long time, he reached the top of the hill. He looked down. He could see the robbers. He watched them for a moment and then started pushing one of the large stones that lay there. It was a very heavy stone covered with snow. He pushed it with all his strength and it began to move forward. At first it moved slowly. Then suddenly it rolled down the hill at a great speed. As it rolled down, it took other stones with it. The great fall of stones crushed the robbers. Hassan lost his balance and fell down.

Hassan's father heard the sound and rushed to the hill. There he saw the dead bodies of the robbers. Then he saw Hassan.

"Look, Father, I have killed the robbers. Tell Mother I have killed the robbers......" His voice broke off. Hassan's father stood there for a few minutes, not knowing what to do. Then he took his son in his arms and ran towards the city. "The doctor will save my brave little son," he said to himself.

When Hassan came home after one month in the hospital, the whole village welcomed the brave boy and cheered him.

EXERCISES

I. Write '*True*' or '*False*'. as the case may be, after each of the following statements :

1. The villagers were hard working. True/False
2. The robbers were not good people. True/False
3. Hassan did not accompany his father to the town. True/False
4. In winter, the villagers worked in the forest. True/False
5. Hassan killed all the robbers. True/False

II. Rearrange the following to make meaningful sentences :

1. curse a is greed.
2. friend need is friend a indeed in a.
3. policy is best the honesty.
4. glitters that is all gold not.
5. help who those God themselves helps.

III. Rewrite the sentences given below as in the example ;

Example : (*i*) I have a car, and it runs very fast.
(*ii*) I have a car which runs very fast.

1. She has a pen, and it writes beautifully.
2. My mother makes cakes, and they are delicious.
3. I study the lesson, and it is very difficult.
4. He bought a camera, and it was very costly.
5. We bought hens and they were very fat.

IV. Pick out the suitable words and fill in the blanks :

am afraid, belong to, the most, neither, while.

1. He was — — —— popular leader of his time.
2. I — — —— I cannot help you this time.
3. These big buildings — — —— his uncle.
4. ——he nor his friend took any part in the game.
5. ——you are writing this letter, I shall make some tea for you.

V. Write the missing letters :
par—nts, labo-rer, ent—red, acc—mpany, dec—ded, vo—ces, fr—ghtened cl—mbing, str—ngth, che—red.

LESSON 19

SAFETY ON THE ROAD

STRUCTURE : **feel tired**

VOCABULARY :
ahead
cattle
crossing
lest
below
repair
approach
traffic
explain
mind
bend
overtake
zebra-crossing
risk
signal
avoid
feel
relief
smoothly
sight

One day Mr. Abid received a letter from his old mother. She lived in a village. She was not feeling well. She wanted to see her son. Mr. Abid decided to go at once. His wife asked him to take their son Zahid with him, as his grandmother would be pleased to see him.

They left their house early in the morning. Mr. Abid drove the car and his son Zahid sat by his side.

"Why are you driving your car on the left side of the road, Father ?" asked Zahid.

"I am driving it on the left side of the road because a driver must always 'Keep to the Left'," replied his father.

"Look Father ! There is a sign. It has 'Dead Slow' written on it," pointed out Zahid.

"There may be a crossing ahead, or the road may be under repair," said his father.

The car was nearing a crossing now. Suddenly Mr. Abid stopped the car.

"Why have we stopped here ?" asked Zahid.

"Do you see the red light ? All traffic must stop when the light is red. The traffic on the other side has also stopped. We must obey the traffic rules and stop when the red light is on. We will start moving again when the light turns green," said his father.

"Look at that man, Father. Why is he walking on those white lines on the road ?" said Zahid.

"Well, he is a very wise man, my son. He knows the meaning of those white lines on the road. It is called zebra-crossing. You can see that the traffic coming from both directions has stopped and the zebra-crossing is clear for the people on foot to cross the road safely," explained his father.

"If there is no zebra-crossing at all, what should one do ?" asked Zahid.

"Well, most roads have no zebra-crossings. People on foot must look to their left and right before crossing the road lest some vehicle should run them over," replied his father. "They should always walk on the foot-paths along the road. They should never take the risk of walking on the road."

As the car was passing through the city, Mr. Abid made use of his horn every now and then. Soon they were out of the city. Now the car was going faster than before. Suddenly Mr. Abid slowed down the car.

"Look at the sign in front of you, Zahid. It points out that a school is nearby. One should not drive fast near a school, because some children may be playing or coming out of the school quickly," his father said.

"Oh, I see ! that is why the picture of a schoolboy is drawn on the sign," said Zahid.

The car was running smoothly now as the road was clear and straight. Mr. Abid again slowed down the car as they reached a bend.

"Whenever we reach a bend, we must drive slowly to avoid accident," said Mr. Abid.

Many cattle were standing under the shady trees on the roadside. A man with a stick in his hand was sitting near them. The road was clear. But his father was blowing the horn again and again.

"My dear son, I want the man to know that a car is coming and he should mind his cattle. An animal may suddenly start to cross the road," said his father.

The car was approaching a truck which was going very slowly. "Let us overtake this truck, Father," said Zahid.

"Before overtaking the truck, we must be sure that the road lying ahead is clear," replied his father.

They were leaving the main road now. Mr. Abid gave a turning signal to those who were following behind.

Zahid was feeling very tired now. He felt very happy when his grandmother's village was in sight.

"Thank God ! we have reached the village at last" said Zahid with a sigh of relief.

EXERCISES

I. Fill in the blanks with suitable prepositions :

by, under, on, from, to.

1. He received a letter———his old mother.
2. His son Zahid sat———his side.
3. Many animals were grazing———the shady trees.
4. There were no animals———the road.
5. I shall talk———the people of the village.

II. Answer the following questions :

1. Why did Mr. Abid and his son Zahid go to the village ?
2. Why should a driver go slow when there are some animals near the road ?

3. How should the people on foot cross the road ?
4. What should a driver do when he wants to overtake another vehicle ?
5. Why did Mr. Abid not drive his car fast ?

III. Write a short paragraph on the traffic rules.

IV. Give the opposites of :

early, left, before, fast, ask, pleased, smooth, near, narrow.

V. Make sentences using the following table :

I We You They	go to school go to bazaar	slowly quickly.
He She	goes to school goes to bazaar	

VI. Complete the following sentences with the given words :

sign,light, zebra-crossings, foot-paths, straight.

1. Look, Father ! There is a———
2. Most roads have no——.
3. People should always walk on the———.
4. We must obey the red——.
5. The road was clear and——.

LESSON 20

ALLAMA MUHAMMAD IQBAL

VOCABULARY :

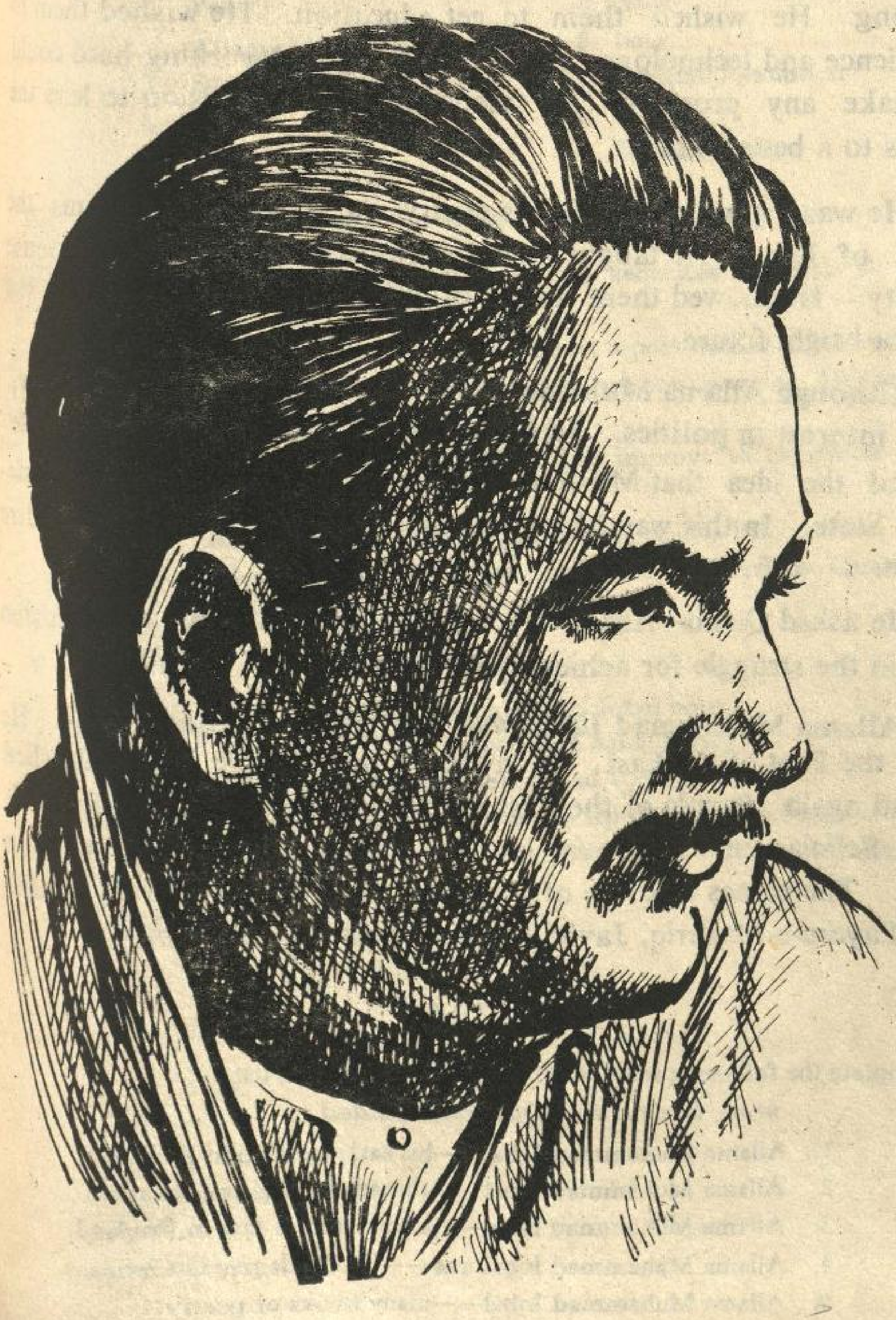
thinker
industry
dignity
visualize
slave
future
scholar
abroad
prosper
glorious
learned
homeland
sense
barrister
technology
politics
condition
cause
interest
sub-continent
mission
independent
backward
pain
express

Allama Muhammad Iqbal was a great thinker. He was the man who gave us the idea of Pakistan.

He was born in Sialkot on November 9, in 1877. He received his early education in that city. After passing the Intermediate Examination from Murray College Sialkot, he moved to Lahore. There he joined the Government College and did his M.A. in Philosophy. He then taught at the Government College and at the University Oriental College Lahore. Then he went abroad for higher studies.

He studied law in England and became a barrister. Then he went over to Germany, where he studied Philosophy and was awarded a Ph. D. degree. That is why he is also known as Dr. Muhammad Iqbal. He was, indeed, a very learned man.

In those days, the Muslims of the Indo-Pak sub-continent were living in very unhappy conditions. Most of them were poor and uneducated. They did not find work. They were backward in trade and industry. In other Muslim countries conditions were as bad as they



were in India. The Muslims who had once ruled so many countries for centuries were now slaves in their own homelands. This was a matter of pain and suffering for Iqbal. He wished the Muslims to prosper and be strong. He wished them to get education. He wished them to learn science and technology. Only by learning and working hard could they make any progress. He made it his life's mission to lead the Muslims to a better future.

He was a great poet. In his poetry he gave the Muslims the message of hope. He taught them self-respect and gave them a sense of dignity. He showed them their glorious past and gave them the hope of a bright future.

Although Allama Muhammad Iqbal was a poet and thinker, he took interest in politics. In his speech at Allahabad in 1930, he expressed the idea that Muslims of India should have their own independent State. In this way he was the first Muslim leader to visualize Pakistan.

He asked Quaid-i-Azam to accept the leadership of the Muslim League in the struggle for achieving Pakistan.

Allama Muhammad Iqbal was our great national poet. He is called the Poet of the East. Many of his books have been published again and again. People of the East receive courage and hope from his poetry. Scholars in other countries have greatly admired the writings of Iqbal. The names of some of his books are Bang-e-Dira, Baal-e-Jibreel, Payam-e-Mashriq, Javed Nama and Zaboor-e-Ajam.

EXERCISES

I. Complete the following sentences using words from this list :

wrote, became, received, went, awarded.

1. Allama Muhammad Iqbal——his early education at Sialkot.
2. Allama Muhammad Iqbal——abroad for higher education.
3. Allama Muhammad Iqbal——a barrister-at-law in England.
4. Allama Muhammad Iqbal was——Ph.D. degree in Germany.
5. Allama Muhammad Iqbal——many books of poetry.

II. Match words in Column II with those in Column I and write the letter a, b, c, etc. in Column III.

Column I	*Column II*	*Column III*
1. Poetry	*a.* leader	
2. Allama Muhammad Iqbal	*b.* book	
3. Struggle	*c.* Pakistan Resolution	
4. Lahore	*d.* thinker	
5. Quaid-i-Azam	*e.* Independence	

III. Name some of the books written by Allama Muhammad Iqbal.

IV. Change the order of words in the following sentences to make them meaningful :

1. Allama Muhammad Iqbal a great a poet thinker great and was.
2. Allama Muhammad Iqbal the meeting presided Muslim League in Allahabad over at held 1930.
3. roused Allama Muhammad Iqbal improve to condition the Muslims their.
4. visualized Allama Muhammad Iqbal of idea Pakistan the.
5. asked Allama Muhammad Iqbal lead to Muslims Quaid-i-Azam the India of.

V. Answer the following questions :

1. Where was Allama Muhammad Iqbal born ?
2. When was Allama Muhammad Iqbal born ?
3. What made Allama Muhammad Iqbal famous ?
4. What did Allama Muhammad Iqbal do for the Muslims of India ?
5. Who presided over the All India Muslim League Meeting at Allahabad in 1930 ?

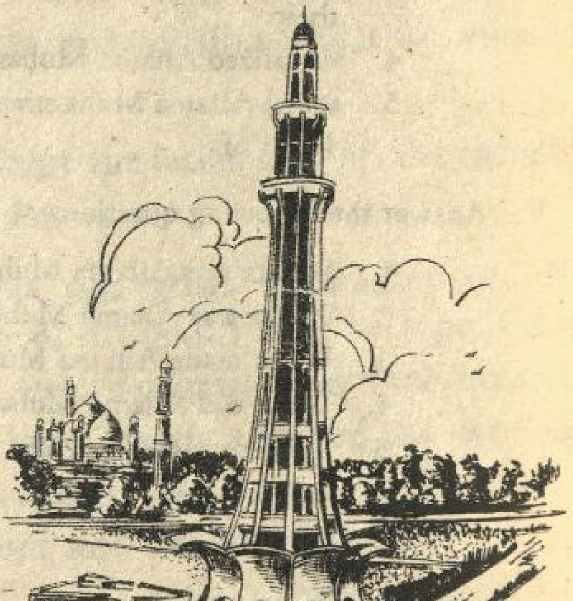
LESSON 21

MINAR-I-PAKISTAN

VOCABULARY :

opposite
oppose
slab
noble
platform
visible
resolution
demand
movement
historic
shape
visitor
preside
petal
record
decision
storey
tourist
announce
circular
stainless
remind
staircase

The beautiful city of Lahore is famous for its historical buildings. The noble domes and the graceful minarets of these buildings tell the story of our past.



Opposite the Badshahi Mosque, stands the newly built Minar-i-Pakistan. It tells us the story of our own times. It was built only a few years ago. It was built to keep fresh the memory of a historic meeting in which the Pakistan Resolution was passed.

The Pakistan Resolution was passed in a meeting held in the Iqbal Park at Lahore on the 23rd of March 1940. It was presided over by Quaid-i-Azam Muhammad Ali Jinnah. The Resolution announced the decision of the Muslims of India to have an independent country.

The Hindus and the British opposed the demand for Pakistan. Quaid-i-Azam worked day and night for the unity of the Muslims. He had faith in God and in his nation. The Muslims stood by Quaid-i-Azam. No power on earth could stop them from achieving their goal. At last, by the grace of God, Pakistan came into being on the 14th of August 1947.

The Minar-i-Pakistan reminds us of the day in 1940 when the Muslims began their struggle for Pakistan. It stands in the Iqbal Park at the place where the Pakistan Resolution was passed.

The Minar-i-Pakistan stands on a platform built in the shape of a flower with ten petals. The first storey of the Minar is a large circular room. In the walls of this room are placed marble slabs. On these slabs are written verses from the Holy Quran, the text of the Pakistan Resolution, and lines from Allama Muhammad Iqbal's poems. A short history of the Pakistan Movement is also recorded.

Above this room, rises the Minar to a height of 59 metres. Inside, there is a staircase that goes right up to the top-dome which is made of stainless steel.

The Minar-i- Pakistan is visible for miles around. It is a place of great interest for visitors and tourists from abroad.

EXERCISES

I. Answer the following questions :

1. In which city is the Minar-i-Pakistan ?
2. Where does the Minar-i-Pakistan stand ?
3. Why was the Minar-i-Pakistan built ?
4. On what date was the Pakistan Resolution passed ?
5. Who presided over the meeting in which the Pakistan Resolution was passed ?

II. Match phrases in Column I with those in Column II and make complete sentences -

Column I	*Column II*
1. The city of Lahore	*a.* was first stated by Allama Muhammad Iqbal.
2. The Minar-i-Pakistan	*b.* on the 14th of August, 1947.

Column I		*Column II*
3. The idea of Pakistan	*c.*	stands in the Iqbal Park at Lahore.
4. The Hindus opposed	*d.*	is famous for its domes and minarets.
5. Pakistan came into being	*e.*	the creation of Pakistan.

III. Complete the following sentences using words from this list :

for, of, in, above, on.

1. There are marble slabs fixed ———the walls in the first storey of the structure of the Minar.
2. ———the marble slabs is written the Pakistan Resolution.
3. ———the first storey rises the Minar.
4. The Minar-i-Pakistan is visible———miles around.
5. The Minar-i-Pakistan reminds us———our struggle for Pakistan.

IV. Answer the following questions :

1. How high is the Minar-i-Pakistan ?
2. What is the first storey of the Minar-i-Pakistan ?
3. What is written on the marble slabs inside the first storey ?
4. What is at the top of the Minar ?
5. How do we go up the Minar ?

LESSON 22

A POEM

This is the way my father sows.
As up and down the field he goes,
Walking fast or walking slow
Right and left the grains to throw.

Father knows
While he goes

That the grain thrown here and there
By and by good crops will bear,
All he loves will have a share
If the grains he throws with care.
So he throws
As he goes
Sow ! Sow ! Sow !

Eva Lovett

LESSON 23

A FIRE IN THE KITCHEN

VOCABULARY :

towel
neighbour
upstairs
injured
balm
knock
stove
small
still
bucket
notice
flame
pick
vain
close

Farzana was busy in the kitchen. She had already put the meat on the stove. As she was drying her hands with a towel, she heard her daughter Rehana calling from the garden. A moment later she heard Shabnum crying in pain.

Farzana threw the towel on the table and ran out. She did not notice that the towel had fallen very close to the stove. She was in a hurry.

She went running to the garden. "What is the matter ? Why is little Shabnum crying ?" she asked.

"Shabnum has hurt her foot", replied Rehana.

"Oh, Mother, I can't stand up," cried Shabnum.

Farzana and Rehana helped Shabnum stand up but she would not put her injured foot on the ground.. It hurt so much.

Farzana carried the child to the living room. She applied some balm to the injured foot. She was so busy looking after Shabnum that she forgot all about the kitchen and the meat on the stove.

Suddenly Farzana smelled smoke. She rushed to the kitchen. It was all in flames. For a moment or two she stood still looking at the flames. Then she turned and ran to the house of her neighbour, Rukhsana. She knocked at the door.

"Please call the fire-brigade for me. My house is on fire", she cried as Rukhsana opened the door. Then she rushed back to her house.

She found Rafiq, the watchman, throwing water on the flames. She, too, picked up a bucket. They threw many buckets of water on the fire but all in vain. It had reached the store-room by now. It was too big to be put out by them.

Fortunately, the fire-engines arrived. The firemen started throwing water on the fire. Kamal, Farzana's husband reached home, too.

"Are the children safe ?" he asked, as he saw Farzana. "Rukhsana telephoned me at the office."

"Yes, the children are safe", she said.

Then suddenly she remembered Sarwar, her youngest child "Oh, God !" she cried, "Sarwar is sleeping in the room upstairs. Oh, my God, what shall I do ?"

One of the firemen heard Farzana crying. He at once rushed upstairs through flames and smoke. A few moments later, he was back with the little child in his arms.

Farzana took the child from him and thanked him. She was very happy.

Soon the fire was put out. Farzana and Kamal thanked the firemen as they left.

The door and the windows of the kitchen were completely burnt. The stove was all black with smoke.

"How did the fire start ?" asked Kamal.

"I don't know. Perhaps I threw the towel on the stove when I heard Shabnum crying in pain. She had hurt her foot while playing in the garden", she replied.

"You should be very careful", said Kamal.

"I shall be very careful. Thank God, my children are safe", said Farzana. "Now please take Shabnum to the doctor."

EXERCISES

1. Answer the following questions :

1. **Why did Shabnum start crying ?**
2. **How did Rukhsana help Farzana ?**
3. **Why could not Rafiq, the watchman, and Farzana put out the fire ?**
4. **Where was Sarwar when the fire broke out ?**
5. **How was Sarwar saved ?**

II. (*a*) Study the following sentences :

1. Ask the cook to prepare the dishes carefully.
2. Tell Zahida to do her homework regularly.

(*b*) Now combine one part of a sentence from A and the other part from B and make six correct sentences.

A	*B*
1. Ask the gardener	to allow you to go to Swat.
2. Tell the postman	to respect her elders.
3. Ask him	to wash their hands.
4. Ask your father	to water the plants.
5. Tell her	to buy the Eid cards this evening.
6. Ask them	to bring our parcels carefully.

III. Make sentences using the follwing table :

I have We have	learnt	the lesson.
You have	caught	the thief
They have	killed	the snake.
He has She has	built	a house.

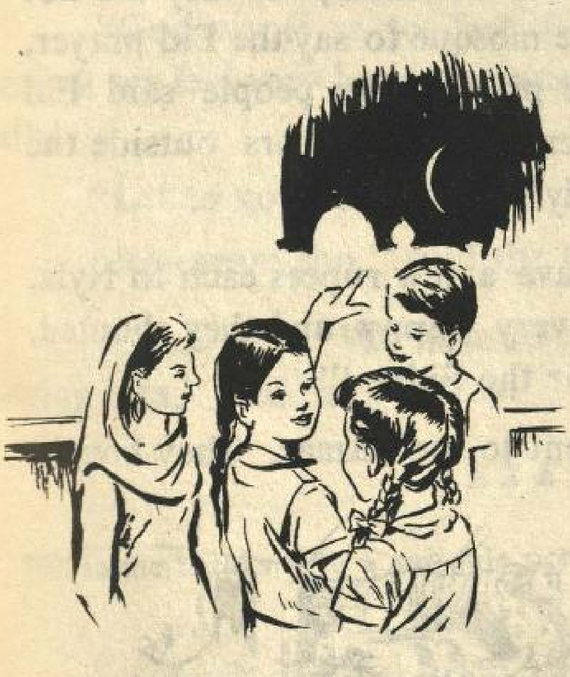
LESSON24

THE EID FESTIVAL

STRUCTURES :	**already**	**because**	**a lot of**	**anyone**
VOCABULARY :	**put on**	**bangle**	**shout**	**kiss**
	willingly	**comb**	**smart**	**beggar**
	a few	**balloon**	**offer**	**busy**
	public	**suit**	**choose**	**lovely**
	carpet	**fast**	**hurry up**	**cold drink**
	dish	**sweets**	**spot**	**sigh**

Nyla, Zeba, Nadir, and their mother were standing on the roof of their house. It was evening. They were looking for the new moon because it was the 29th of Ramazan.

"Oh ! It will be Eid tomorrow and I shall wear my new shoes," said Nadir to his sisters, Nyla and Zeba.



"I am going to put on my new dress," said Nyla.

"I have got beautiful bangles and red ribbons," said Zeba.

"There is the new moon !" cried Zeba.

"Where ?" both Nyla and Nadir shouted together.

"No, child, that is not the moon," said their mother.

"Does the moon know that we are waiting for it," said little Zeba.

Her mother laughed and kissed her little daughter. Dear children, how they wanted to see the moon !

"There it is !" said the mother. She had seen it. Many other people shouted with joy from their roofs at the same time. They, too, had seen the moon.

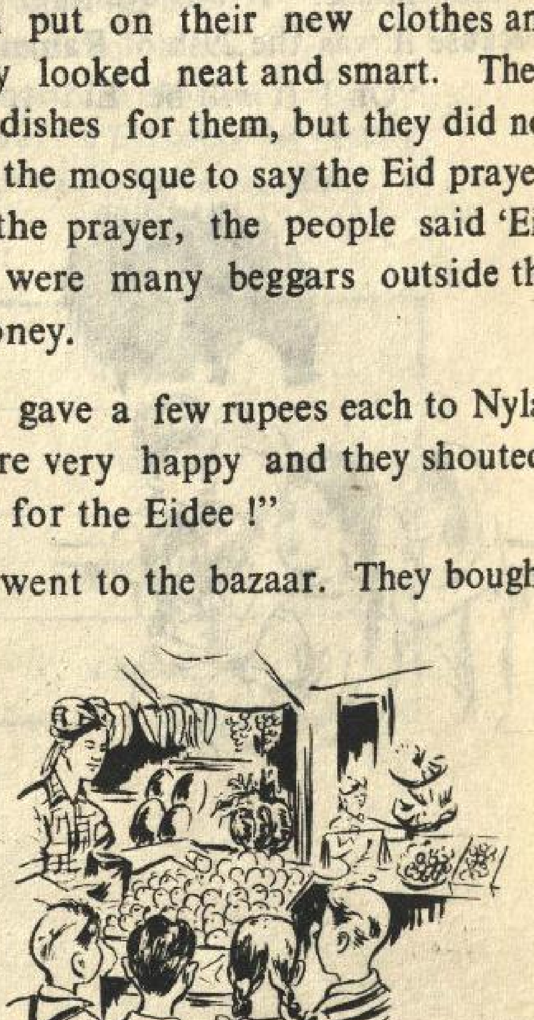
Every one, who saw the new moon, raised hands and said a little prayer of peace and happiness for all the Muslims of the world.

"Eid Mubarak, Eid Mubarak !" shouted the children. They were very happy.

The next day was the happiest day of the year for them. It was the day of Eid-ul-Fitr. The children took their bath most willingly that day. Their mother helped them put on their new clothes and shoes. She combed their hair. They looked neat and smart. Their mother had prepared very nice sweet dishes for them, but they did not eat much. Their father was going to the mosque to say the Eid prayer, and he took Nadir with him. After the prayer, the people said 'Eid Mubarak' to one another. There were many beggars outside the mosque. People gave them some money.

When Father came home, he gave a few rupees each to Nyla, Zeba and Nadir. The children were very happy and they shouted, "Eid Mubarak, Father ! Thank you for the Eidee !"

The children and their friends went to the bazaar. They bought toys, dolls, balloons, fruit, and sweets from different shops. Their mother gave food, clothes, and money to the poor people. Many relatives and friends came to their house that day and she offered them fruit and sweets. She was very busy and did not find any time



to go out and see anyone. So it was decided that after lunch they would go to the public garden.

After lunch, they went to a garden. Mother had put on a very nice dress. Father looked very smart in his new suit. A lot of people had come to the garden that day. Father chose a lovely spot and they all sat down on a small carpet that their mother had brought with her.

"What is the time, Father ?" Nadir asked his father.

"Four o'clock, dear" his father replied.

"Only a few hours are left now. Then this Eid-day will end," said Nadir with a sigh.

"There should be Eid every month," said Nyla.

Their father laughed and said, "Then we will have to fast every month."

"Why should we fast, Father ?" asked Zeba.

"God wants us to fast for a full month. At the end of this period, we feel very happy because we have obeyed God," replied her father.

"Let us go and have cold drinks," said their mother.

"Ice-cream too," said the three children together.

"Hurry up ! We have to go home before sunset. It is already getting late," said their father.

EXERCISES

I. Fill in the blanks with a suitable preposition :

of, for, with, to, near.

1. They were standing on the roof——their house.
2. Their mother had prepared sweet dishes——them.
3. Their father took Nadir——him.
4. They saw many beggars——the mosque.
5. The children went——the bazaar.

II. Use capital letters where needed :

1. the boys are swimming in the river ravi.
2. they climbed the highest peak of the himalayas.
3. their father has gone to america.
4. aslam lives near my house.
5. we went to the shalimar garden yesterday.

III. Answer the following questions :

1. Why were the children standing on the roof of their house ?
2. Where did their father go after breakfast ?
3. What did the children buy from the bazaar ?
4. Where did they go after lunch ?
5. What did the children have in the public garden ?

IV. Write the other forms (past and past participle) of the following verbs :
give, wear, meet, come, eat, drink, go.

Example : give———gave———given.

V. Make sentences using the following tables :

(*a*)

I have	already	finished reading the book.
We have		eaten the hot cake.
You have		seen him going out.
They have		given some money to the old woman.
He has		written a long letter to him.
She has		done her home work.

(*b*)

He is not	cheated by	anyone.
I am not	helped by	
They are not	beaten by	
We are not	caught by	
You are not	punished by	

LESSON 25

GUESTS IN THE HOUSE

STRUCTURE : **while**

VOCABULARY : **curtain purchase exchange stamp-collecting**
hobby feast expect usual
inform chalk out tiring fun
later

Mr. Ahmad came back from his office at the usual time. At lunch he informed his wife and children that Shamim was coming from Karachi with her children. They were on their way to Murree. They were going to stay in Lahore for two days.

Shamim was Mrs. Ahmad's sister. She had two children Amer, aged twelve, and Asma, aged nine. Mrs. Ahmad also had two children. Afshan was eleven and Adnan eight. Both the children were very pleased to hear this news. So was Nasim, Mr. Ahmad's wife. The sisters had not met for three years.

Nasim went to the guest-room to have a look at it. It needed dusting. The curtains needed washing. The bed covers had to be changed. She brought another set of bed covers from the store-room. It took her more than two hours to clean the room, dust the walls, change the bed covers and the curtains. She sent the old curtains for washing.

Afshan and Adnan were busy putting their room in order. There was so much to do. They had to make some purchases, and there was only one day left.

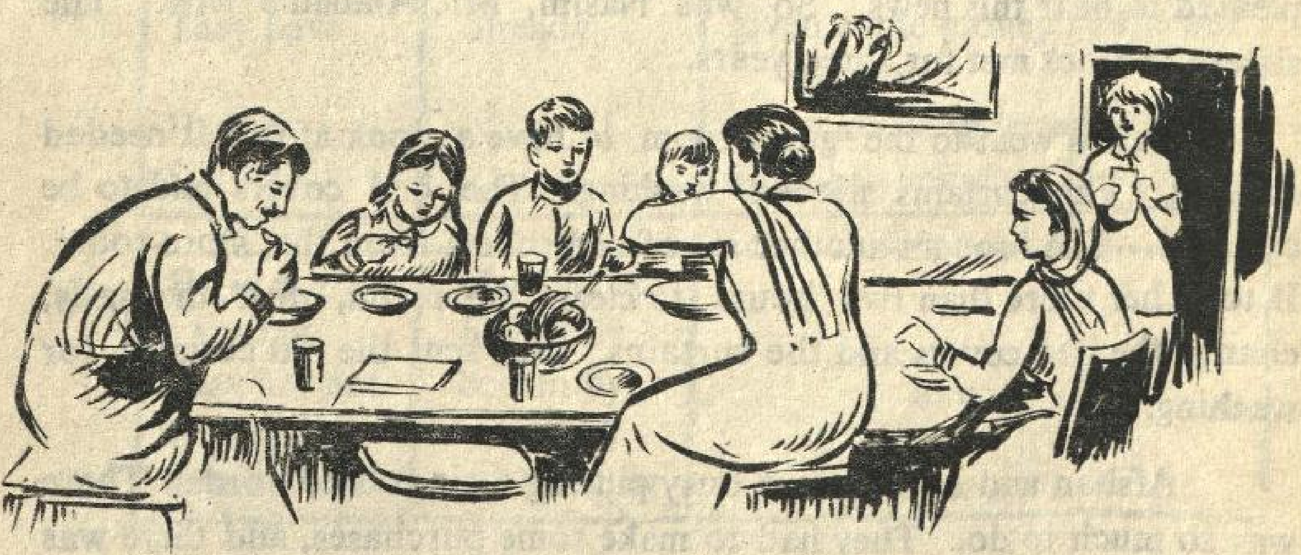
The family sat down after dinner to chalk out a programme for their guests. The children were very excited. They wanted their guests to visit the Badshahi Mosque, the Fort, Jehangir's Tomb, the Shalimar Gardens, the Museum, the Jinnah Gardens, the Zoo and the Minar-i-Pakistan.

The guests were received at the railway station by the whole family. Everybody was very happy.

Nasim wanted her sister and the children to rest after their long and tiring journey. The sisters had much to say to each other but it was already late in the evening. So they had their mealand went to bed early.

The next day the two families went visiting their relatives and friends in the city. The children had a lot of fun. They came back in the evening. The two families had the whole evening to themselves.

The two sisters talked about many things while they prepared dinner. The children talked about their schools, their homework and the places they had visited in Karachi and Lahore. Adnan and Amer exchanged stamps. Stamp-collecting was their hobby.



Everybody in the house was very happy. The dinner was a feast. There was no bed-time that day. The children were allowed to play their little games as long as they liked.

The next day the two sisters went shopping. Mr. Ahmad took the children to see the Museum and the Zoo. They had no time to visit any other place, so they decided to visit other important places in Lahore when they came back from Murree.

Next morning the guests were seen off at the railway station. They were expected back two weeks later.

EXERCISES

I. Answer the following questions :

1. How were Adnan and Afshan related to Amer and Asma ?
2. How did Afshan and Adnan receive the news of the arrival of their cousins ?
3. What preparations did the two children make to receive their guests.
4. Who received the guests at the railway station ?
5. What did the children talk about ?
6. What was the common hobby of Adnan and Amer ?
7. What places did the children visit ?
8. Why did they not visit all the important places in Lahore ?

II. (*a*) Study the following sentences :

1. Adnan is a tall boy.
2. Arif is taller than Adnan.
3. Arif is the tallest boy in the class.
4. Mrs. Rashid is a skilful driver.
5. Miss Rashid is more skilful than Mrs. Rashid.
6. Mr. Rashid is the most skilful driver in the house.

(*b*) Now fill in the blanks in the following sentences, using the positive, comparative or the superlative form of the adjective as required ;

1. Iron is one of the —— metals. (*hard*)
2. Tezgam runs —— than the Khyber mail. (*fast*).
3. Red roses are —— than white or pink roses. (*beautiful*).
4. There is a —— garden in front of our house. (*beautiful*).

5. Pakistani soldiers are among the —— in the world. (*brave*)
6. She is a very —— girl. (*pretty*)
7. Her dress is —— than mine. (*pretty*)
8. This is the —— painting I have ever seen. (*beautiful*)
9. Asia is the —— continent in the world. (*big*)
10. Adnan is the —— boy in the class. (*able*).

III. Put full stops and capital letters, where needed, in the following :

1. Salima is a nice girl she lives near my house.
2. they are going to lahore they will go to the zoo
3. i have done my homework the teacher will not punish me
4. he stood first in his class he will get the first prize.
5. we are good children we obey and respect our elders

LESSON 26

JOURNEY TO THE MOON

VOCABULARY :

spaceman
happen
board
liquid
space-ship
flight
pull
fuel
inquire
statement
overcome
land
gravity
airport
solid
launch

The full moon shone in the clear sky.

Little Lubna looked at the moon and said, "I want to go to the moon." She was only five years old.

Her brother, ten-year-old Salman, said, "No, you can't. Little girls can't go to the moon."

"Why can't I ? Some day I shall go to the airport, board an aeroplane and fly to the moon," she replied.

Father was listening to their conversation. He smiled and said, "Well, Lubna, at present neither little girls nor little boys can go to the moon. Only spacemen who have special training can go out into space. Some day, when you grow up, you might be able to go to the moon ; but please remember that aeroplanes cannot take you to the moon."

Salman said, "Yes, Father, I know only space-ships can go to the moon."

"What is a space-ship, Father, and how does it fly ?" inquired Lubna.

"A space-ship is a vehicle specially made to travel in space. Do you know what happens when you throw a ball into the air ?"said her father.

Lubna answered quickly, "It goes up and then it comes down after a moment or two."

"Yes, it comes down. It comes down because the earth pulls it down towards itself. The earth, in fact, pulls everything towards itself," said Father.

"But, Father, why doesn't the earth pull down an aeroplane," asked Salman.

"The earth certainly pulls the aeroplane towards itself but the speed of the aeroplane keeps it from falling down. If the engines of the aeroplane fail, it stops flying and falls to the ground," replied his father.

"But, Father, if an aeroplane can fly so high above the earth, why can't it go to the moon ?" asked Lubna.

Father smiled and said, "When you throw a ball into the air, it goes up because you have given it a push. The earth pulls it back. The earth's pull or gravity becomes weaker and weaker as we move farther and farther from it. If we move at a very high speed, we can overcome the earth's gravity. You know aeroplanes fly in the air. There is no air in space. That is why aeroplanes can't go into space and reach the moon."

"Then how do space-ships go to the moon ?" inquired Lubna.

"Space-ships are carried into space by powerful rockets," replied Father.

"What is a rocket, Father ?" asked Lubna.

"A rocket is a tube-shaped case. It is closed at the front and has an opening at the back. It has solid or liquid fuel containing oxygen. When the fuel burns, it produces hot gas. The hot gas rushes out of the opening at the rocket's back and pushes it forward. The small firework rockets work in the same way. The rockets which carry spaceships into space are, however, very big and powerful. The rocket which launched the space-ship that took Neil Armstrong and Colonel Aldrin to the moon was more than 110 metres high."

"When did they go to the moon ?" asked Lubna.

"The two Americans, Armstrong and Aldrin, landed on the moon on July 20, 1969. They travelled to the moon in a space-ship named Appollo-11," replied Father. "Now if you study and work hard, Insha-Allah, one day you will also be astronauts to glorify Islam and build a strong Pakistan."

"Insha-Allah," The children promised,

EXERCISES

I. Answer the following questions :

1. What happens when we throw a ball into the air ?
2. Why does the ball come down ?
3. Why can't aeroplanes go into space ?
4. What do the scientists use to send a space-ship into space ?
5. Who were the first men to land on the moon ?

II. Change the following into the negative statements :-

1. She must go now.
2. They can wait for you.
3. She can read French.
4. You must eat your food.
5. We can see everything from here.
6. You must leave it here.
7. They are Pakistanis.
8. He is tall.
9. He has a sister.
10. I am a young man.

III. Change the following statements into the interrogative form :—

1. You can come tomorrow.
2. They have enough time to do it.
3. She has a guest-house.
4. You must write to him.
5. You can leave now.
6. I am late.
7. I must throw it.
8. You can put this bundle on the table.
9. She can do her sums at home.
10. You have a sharp knife.

IV. Make sentences using the following table.

I have been	working	in this school for three years.
We have been	playing	this game for four hours.
You have been	going	there for many days.
They have been	living	in this house since 1970.
He has been	driving	a car since 1968.
She has been	staying	with them since 1960.

LESSON 27

TRY AGAIN

'Tis a lesson you should heed,
Try again ;
If at first you don't succeed,
Try again ;
Then your courage would appear,
For if you will persevere,
You will conquer, never fear,
Try again ;
Once or twice though you should fail,
Try again ;
If you would at last prevail,
Try again ;
If we strive 'tis no disgrace,
Though we do not win the race,
What should we do in that case ?
Try again ;
If you find your task is hard,
Try again ;
Time will bring you your reward,
Try again ;
All that other folk can do,
Why, with patience, may not you ?
Only keep this rule in view,
Try again ;

W. E. Hickson

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قومی ترانہ

پاک سَرزمین شاد باد کِشورِ حَسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد

پاک سَرزمین کا نظام قُوّتِ اخُوّتِ عوام
قوم، مُلک، سلطنت پایندہ تابندہ باد
شاد باد منزلِ مُراد

پرچمِ ستارہ و ہلال رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال
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